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ABSTRACT

This preliminary review of the research literature addresses the impact of various diversity initiatives on student learning and experiences in college. These initiatives focus on practices and programs that address access, retention, and academic success of historically underrepresented students and also on more comprehensive efforts to alter the ethos of institutions to better educate a diverse cohort of students for a complex global society. The introduction focuses on court challenges to segregation in colleges and discusses the effects of the university culture on the success of diversity programs. Other topics reviewed include: using university resources and frameworks for the study of diversity; the significance of social and academic involvement for minority group students; research on institutions experiencing success in educating nontraditional students; and the impact of diversity initiatives on majority and minority students with particular reference to multi- and cross-institutional studies, single campus institutional evaluations, improving access for underrepresented students, improving academic success and retention among underrepresented students, and curricular and co-curricular programs. The review concludes that, in the context of the changing political climate for diversity at American postsecondary institutions, continuing evaluation of institutional diversity initiatives is necessary. (Contains an annotated bibliography of approximately 135 references.) (CK)

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THE IMPACT OF DIVERSITY ON STUDENTS

A PRELIMINARY REVIEW OF THE RESEARCH LITERATURE

Morgan Appel, David Cartwright, Daryl G. Smith, and Lisa E. Wolf

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THE IMPACT OF DIVERSITY ON STUDENTS

A PRELIMINARY REVIEW OF THE RESEARCH LITERATURE

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FOREWORD

What does the research show about the impact of diversity on college and university students? **This timely overview of the literature to date reports highly encouraging findings about the positive educational effects of institutional commitments to diversity.** This report distills results from over 125 sources to begin to capture the impact of the changing landscape in higher education. It covers research on:

- the impact of increased recruitment and retention of more diverse student bodies;
- the introduction of new scholarship about diverse cultures and histories into the curriculum; and
- the results of institution-wide efforts to value diversity as an element of overall mission.

In surveying this research, these authors found that

> The research literature, in all its variety, tends to suggest that higher education is on the right path in its effort to deal with diversity. Moreover, recent research continues to powerfully support a focus on the following institutional changes: climate, curriculum, involvement of students, faculty–student and peer–student interactions, along with continuing efforts to diversify faculty and staff. **Student participation in diversity is related to changes in attitudes, openness to differences, and commitments to social justice. Equally important, such participation is also increasingly related to satisfaction, academic success, and cognitive development.**

Contrary to much ideologically charged complaint, this review confirms that commitments to diversity and to educational excellence are mutually reinforcing. As institutions of higher education change in order to better educate a diverse population of students, these changes are paying off in improved student outcomes for both majority and minority students. In a political climate that seems to become more and more hostile to these efforts every day, this research provides reason to recommit ourselves to the importance of diversity in higher education.

The research reviewed in this report also provides valuable evidence about what programs or strategies campus leaders should implement or strengthen on their own campuses. We believe that the most up-to-date information about the impact of programs and a deeper understanding of what works and what doesn't are crucial to assist institutions in sustaining their own campus initiatives on diversity and to provide concrete data on which to base planning decisions. The data reviewed here also shows that **"institutions of higher education cannot deal with diversity issues merely by providing services to remedy student deficits. Instead, the institution must change to more adequately address educational issues and organize for a more diverse future."**

Many campuses around the country are committed to addressing diversity as an element of their institutional missions and in the context of enduring, if imperfectly ful-

filled, American democratic values. This report simply reinforces the importance of sustaining this commitment to fulfilling our most basic aspirations as a nation and to improving the success and experiences of minority students in higher education. Importantly, these findings also suggest that "the educational experience associated with diversity has benefits for all students."

ABOUT AMERICAN COMMITMENTS:
DIVERSITY, DEMOCRACY, AND LIBERAL LEARNING

This report, originally commissioned for the Fifth Annual Ford Foundation Campus Diversity Initiative Conference hosted by the Association of American Colleges and Universities, is published as part of AAC&U's ongoing initiative, American Commitments: Diversity, Democracy, and Liberal Learning. Launched with an initial grant from the Ford Foundation in 1993, American Commitments has focused on diversity in relation to educational mission and to the nation's democratic aspirations and values. By highlighting the social nexus in which all learning occurs, the American Commitments linkage between diversity and democratic society challenges higher education to think more deeply about what individuals learn from their experience of campus ethos—and how that learning in turn constrains or enriches the quality and vitality of American communities.

American Commitments comprises several distinct but interrelated activities: development of policy reports and recommendations about higher education's role in a diverse democracy; institutes on American pluralism and campus leadership; a network of institutions working on general education curriculum planning and faculty development around diversity and community; and electronic, workshop, and print development of resource materials to support campus diversity efforts. Currently, more than one hundred colleges and universities are working in this initiative to recast their general education curricula and create more inclusive campus communities. Many other institutions have been involved in the project by attending one or more of the many workshops and conferences American Commitments has sponsored. For information about American Commitments activities, contact AAC&U.

We encourage you to share this publication, with its important research findings, with colleagues and, most importantly, with campus and community opinion leaders who can help support this crucial work on our campuses and in the nation at large. For information about other American Commitments publications and resources, see pages 63–64.

CAROL GEARY SCHNEIDER
Director
American Commitments Initiative

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In addition to Edgar Beckham and Gwendolyn Dungy, we would also like to thank the many members of the AAC&U staff who contributed to the conception, editing, and production of this publication, including Carol Geary Schneider, director of the American Commitments initiative, and Caryn McTighe Musil, associate director of American Commitments and director of the Curriculum and Faculty Development Network. We are especially indebted to Debra Humphreys who served as lead editor. Cindy Olson, production editor for AAC&U, oversaw the final production of this publication. Many thanks to her and to Heather Collins and Amy Wajda, also in the AAC&U communications department, for their ongoing commitment, competence, and good cheer.

SYNOPSIS

This preliminary review of the research literature addresses the impact of a variety of diversity initiatives on student learning and experiences in college. These initiatives focus *both* on practices and programs that specifically address access, retention, and academic success of historically underrepresented students and *also* on more comprehensive efforts to alter the ethos of institutions to better educate a diverse cohort of students for an increasingly complex and interconnected global society.

Institutional change initially focused on programs designed to help new students adjust to the larger campus community. Over time, these efforts expanded to include projects to transform the curriculum, diversify the faculty, and improve campus climates. More recently, the larger purpose of many diversity initiatives has been to frame initiatives in terms of institutional mission. Campus leaders are exploring what institutional changes are needed to successfully educate a diverse body of students to live and excel in a complex and pluralistic society—an effort that includes the education of all students.

The research literature which directly assesses the impact of diversity initiatives on institutional climate and make-up and especially on student learning and experience is a young literature in a formative stage. The need for more information and further quantitative and qualitative analysis is urgent. This review makes several specific recommendations for further research (see pages 20–21).

Nonetheless, this preliminary review supports several broad conclusions about the impact of diversity on students. In summary, they include:

1. Taken in its totality, the literature suggests that diversity initiatives have an impact on both minority and majority students and that this impact is, for the most part, a positive one.

2. The programs most successful in supporting successful recruitment and retention of students from underrepresented groups include early outreach programs, specialized support efforts, mentoring programs, and significant faculty engagement. While campuses are indeed more diverse than they once were and while retention efforts have improved, such targeted programs have not been fully successful in fostering comparable retention and achievement for students of all backgrounds.

3. While issues of student preparation and readiness constitute a large part of the research agenda, there is sufficient evidence to suggest that broader institutional characteristics are also related to success in the areas of recruiting and retaining students from underrepresented groups. These studies show the importance of campus climate, curriculum, faculty diversity, expectations, and student involvement with faculty and campus life. Most recently, research has underscored the significance of the perceptions of campus commitment to diversity for creating an environment which supports the recruitment and retention of a diverse array of students.

4. The research literature in all its complexity tends to suggest that comprehensive institutional change addressing both campus climate and the curriculum is the right strategy for both minority and majority students. These more comprehensive diver-

sity efforts have potential beyond their capacity to improve access and success for underrepresented students. They are increasingly related to satisfaction, academic success, and cognitive development of all students. Specifically, recent research underscores the significance of focusing institutional changes on climate, curriculum, student involvement, the quality of faculty and peer interactions, and the diversity of faculty and staff. Most importantly, continued and deep commitments to diversity as part of the overall institutional mission are crucial to success.

5. One of the most important suggestions in the research is that institutional commitments to diversity and opportunities for all students to be involved in curricular and co-curricular efforts may positively affect student outcomes generally. A *perception* that there are institutional commitments to diversity as an element of educational excellence and to student learning about diversity is a powerful determinant of student satisfaction and of commitments to racial understanding.

6. The research also tends to refute widespread descriptions of minority student self-segregation in the media. Self-segregation, rather than a pattern typical of students of color, is in fact a pattern described by white students. Students of color tend to interact with dominant students far more than the reverse.

7. There is a small body of research that reveals the underlying tensions associated with dealing with volatile and controversial issues such as race, gender, religion, or sexual orientation either in the classroom or in campus programming. Studies which look at programmatic efforts to engage these volatile issues show positive outcomes for the students directly involved in the programs. Nevertheless, some of these efforts which are successful for targeted student populations are also subject to the most reaction by some majority populations.

8. Progress in educating *all* students to function in a pluralistic society is the youngest phase of this work. These efforts can be especially challenging in environments that are not themselves diverse. Early research results suggest, however, that factors such as significant faculty involvement, curricular change, and environmental efforts as elements of a larger institutional commitment are all crucial to success.

9. Research on special-purpose institutions such as historically black colleges and universities, Hispanic-serving institutions, and women's colleges provides evidence of the significance of institutions committed to the success of minority and women students and underscores factors crucial in achieving success. High expectations, belief in the student's capacity to succeed, civic involvement, and role models throughout the institution all play crucial roles in student success.

10. While the research findings reviewed here are very encouraging, more research is essential. Increasing numbers of cross-institutional studies are needed. In addition, institutional studies which provide a framework for understanding how to negotiate the complex educational agenda appropriate for a diverse society are also still urgently needed. We need much clearer analysis of what students need to be able to know and to do in order to function in a diverse workplace and in a global society and to contribute effectively to building healthy communities.

INTRODUCTION

Some of the earliest and most successful court challenges to segregation in the United States, dating back to the mid-1930s, were challenges to college and university admission policies that discriminated against nonwhite applicants (Olivas 1993). These landmark court decisions opened up a door that for over a half-century has led to slow but significant growth in the participation of women from many racial and ethnic groups, African American men, American Indian men, Latinos, and Asian American men in higher education. These changes have been driven in part by the confluence of court decisions and demographic changes in the country as a whole (Western Interstate Commission for Higher Education 1991). Current demographic trends indicate that by the end of the next century there will be no ethnic group with a clear majority in the U.S. population (Cortes 1991). Individual states such as California, Texas, and Florida are expected to reach this milestone much sooner (WICHE 1991).

For thirty years, higher education has been addressing issues of diversity. Early diversity efforts at many colleges and universities focused on access to institutions through affirmative action admission programs, with less attention paid to student experiences after matriculation. Orientations were often available, but tended to focus on adapting the student to the institution. Anything that stood in the way of students leaving behind the culture in which they were raised and total immersion in the college or university experience was dealt with as a student deficit that had to be overcome through remediation and student acculturation. The institutional culture, steeped in tradition, was immovable, and students had to adapt to it or fail. This attitude toward students on the part of colleges and universities was by no means limited to nontraditional or underrepresented students. Until relatively recently, institutions did not take a comprehensive approach to retaining students after admission. Tinto (1993) has noted in the preface to the second edition of *Leaving College* that interest in student persistence exploded in the late 1980s as enrollments at many institutions began to decline; this interest has been extended to students from diverse backgrounds as well. Concern about retention of students from nontraditional groups grew at the same time that postmodern critiques of the university as preserver of the status quo suggested more fundamental frameworks for addressing the issues facing diverse students.

Diversity issues have now broadened to focus on the institution and the changes necessary to truly educate a diverse population of students for the society in which we live.

While these early efforts focused primarily on admitting a more diverse student body and on issues of preparation, diversity issues have now broadened to focus on the institution and the changes necessary to truly educate a diverse population of students for the society in which we live. These programmatic efforts include virtually every dimension of institutional life, from the curriculum and pedagogy to decision making, leadership, and notions of community. Many programs now focus on institutional change based on the assumption that these changes will ultimately serve the interests of students—either indirectly, by creating an institution that is truly prepared to educate a diverse population of students, or directly, by providing all students the skills and experiences necessary for leadership in a diverse society. Significantly, then, diversity efforts today simultaneously focus on developing practices and programs that address an increasingly diverse student population while also incorporating fundamental institutional change. Along with these approaches is the recognition that few students, faculty members, or administrators have been participants in the kinds of diverse commu-

nities that are present on many campuses today. The challenge, then, has been to focus on the comprehensive changes necessary not only to serve an increasingly diverse student body but also to properly educate all students and other members of the campus.

This review of the literature was prompted by a sense that it is time to review what we know or are coming to know about the impact of these diversity initiatives on students. Indeed, much has been written about diversity in higher education. Many of the available references are descriptive studies of the current state of the campus climate for diversity and reviews that monitor the changing demographics in the country and on college campuses. Others provide a theoretical framework for improving institutional cultures and climates and offer a glimpse of what a truly multicultural institution and society might look like. Still others are prescriptive writings outlining what are assumed to be good practices for fostering a positive campus climate for diversity and for other needed changes. Thus, while there is a considerable literature that might be called principles of good practice, there is much less available that directly assesses the impact of these initiatives on the institution and even less that assesses the impact on students. It is a young literature in a formative stage.

On most campuses, diversity programs have not become institutionalized. Their position on the margins of the institutional culture makes them especially vulnerable to the budget ax.

The danger in the current situation is twofold: Without data regarding "what works," institutions that do not have programs in place have little evidence on which to base decisions about what programs or strategies to implement on their own campuses. More dangerously, with higher education facing fiscal crisis and a political climate that is becoming hostile to affirmative action and multiculturalism, a lack of data showing the success of college and university efforts to improve the campus climate for diversity threatens the existence of effective programs that are already in place. On most campuses, diversity programs have not become institutionalized. They are not seen as an integral part of the organizational culture like football teams, computer labs, or sororities. Their position on the margins of the institutional culture makes them especially vulnerable to the budget ax.

In addition to the hazards of not having adequate information for sustaining programs, there is also increasing evidence that information about the impact of programs and deeper understanding of what works and what doesn't is important in assisting institutions in sustaining the initiatives and the energy. Attention to issues of diversity is a long-term enterprise. Being able to monitor change and being able to talk about progress or lack of progress will rely on the availability of good information—something all too lacking on many campuses (Musil et al. 1995).

Despite the urgent need for more information, the study of diversity and, in particular, demonstrating the impact of diversity on students is not an easy task. One problem encountered is the enormity of the topic. As the research has moved from studying the problems with students who are admitted to looking at the institution, the scale and scope of the effort has grown. It is clear that the impact of diversity initiatives rests on the context in which they occur and requires attention directed not only to students from diverse backgrounds but also to every dimension of the campus. Moreover, many of the constructs that emerge, such as campus climate and educating students for diversity, are difficult to define in ways that are amenable to measurement. While it may be possible to study and document change, consider the challenge of demonstrating that a particular program or activity has had a positive effect in changing the climate or affecting students. It is also difficult to make generalizations about what constitutes a positive campus climate for diversity without being very specific about what kind or type of diversity is being addressed. Most of the available literature focuses on gender and

ethnic diversity. There has been considerably less written on students of nontraditional ages and few works on other minority groups such as disabled students or gay, lesbian, and bisexual students. Studies of immigrant populations are also in their infancy. These distinctions are important because success in one arena does not ensure success in another.

The study of diversity has also been hampered by our tendency to use methodologies that are designed to attribute success and failure to the student rather than to study the institution and the ways in which we "privilege" quantitative data over other kinds of information. It is generally agreed that studies of this kind require a variety of methodologies and frameworks (Luebke and Reilly 1995; Musil 1992; Shapiro 1988). If one looks at recent studies of the impact of major curricular initiatives, such as those in women's studies, one sees the potential importance of qualitative methodologies for documenting issues and impact (Luebke and Reilly 1995; Musil 1992). Efforts to assess the impact of programs and institutional change on students are also fraught with fundamental methodological challenges, such as those that have been well documented and described in the classic higher education literature (Astin 1993a; Pascarella and Terenzini 1991) and in the assessment literature (Stark and Thomas 1994).

The study of diversity has been hampered by our tendency to use methodologies that are designed to attribute success and failure to the student rather than to study the institution and the ways in which we "privilege" quantitative data over other kinds of information.

Thus, the researcher, the practitioner, or the policymaker who is interested in documenting institutional change and positive effects on students will find, at present, a scattered and diffuse literature. Inevitably, the greatest source of information will come from numerous studies that are conducted on college and university campuses and those that are nationally or regionally based, use a variety of methodologies, and approach the issue from a number of perspectives (Smith, Wolf, and Levitan 1994).

The following literature review and annotated bibliography represents an effort to synthesize and make sense of what we are coming to know about the impact of diversity initiatives on American campuses. Specifically, this review is designed to accomplish the following:

1. To provide a brief look at some of the theory and tools available and related to the study of diversity in higher education;

2. To present an overview of the research literature related to the significance of curricular and institutional factors for students to provide a context for the review;

3. To approach the question of "what works" from the perspective of the research that looks at institutions that have demonstrated effectiveness in working with nontraditional students; and then, as the primary focus of this paper,

4. To provide a critical examination of the research literature on the impact of diversity initiatives on students.

The process used in the writing of this review was to cast as wide a net as possible, drawing from the greatest number of sources at the outset and narrowing the selections. In this spirit, artificial boundaries were not created. Information on diversity initiatives was gathered from traditional sources such as academic journals and books, the Educational Research and Information Clearinghouse (ERIC), Higher Education Abstracts (HEA) located at the Claremont Graduate School, and nontraditional sources such as e-mail conversation and newsgroups, various education-related Internet sites, founda-

tion evaluation reports, and documents used internally by colleges and universities in their efforts to measure the impact of diversity initiatives. Campuses involved in the Ford Foundation's Campus Diversity Initiative were also asked to provide information. Because of the difficulty in accessing some of the material that may be relevant, this review is not intended to be exhaustive by any means, but instead representative of materials currently in the scholarly literature and from individual campuses.

FRAMEWORKS FOR STUDYING CAMPUS DIVERSITY

Smith (1989) has provided an overview of the study of diversity in American higher education. This monograph begins by reviewing the status of diversity through an examination of enrollments, graduation rates, and the concept of campus climate and continues by looking at theoretical perspectives that might be useful in the study of diversity. Smith draws distinctions between various approaches to dealing with diversity, from student assistance (helping the student to adapt to the institution) to making institutional accommodations for nontraditional student needs to organizing for diversity, requiring a shift not only in thinking but also in framing the questions. The following references underscore the importance of asking questions and conducting research that permit a critical analysis of institutions and institutional practices.

Institutions of higher education cannot deal with diversity issues merely by providing services to remedy student deficits.

In an attempt to pull together resources and frameworks for the study of diversity, Smith, Wolf, and Levitan (1994) focus specifically on the study of diversity in higher education. Of particular interest are chapters on methodological issues in the study of diversity and charting campus progress in promoting diversity and cultural pluralism through portfolio assessment. The volume includes an annotated bibliography of diversity resources and campus diversity assessments. Nettles (1990) also provides a look at assessment specifically related to minority student participation.

The contributors to Tierney's (1990) volume speak directly to understanding and assessing campus climate and culture. The seven papers provide a detailed overview of the issues of campus climate and culture, the differences between the two, and methodologies used for assessment. The California Postsecondary Education Commission (1990, 1992), in response to a request from the state legislature, created an excellent resource guide, including a questionnaire item inventory, for assessing campus climate. Sedlacek (1993) reviews some of the issues that affect the assessment of diverse populations. These issues range from problems of labeling to problems with design and intentionality.

Jones and Watson (1990) look at a somewhat different group in their literature review on high-risk students. While nontraditional student groups frequently include high-ability students who must nonetheless contend with a chilly campus climate, Jones and Watson focus their work on the academically underprepared, which may well include traditional students in their number. Rose (1989) also looks at high-risk students, but in a very different manner. Through autobiographical sketches and powerful and often poignant case studies, he tells the stories of underprepared students' struggles and achievements. While these studies vary widely in approach, similar conclusions can be drawn from all of them: Institutions of higher education cannot deal with diversity issues merely by providing services to remedy student deficits. Instead, the institution must change to more adequately address educational issues and organize for a more diverse future.

Theoretical underpinnings for studying education from the standpoint of critical theory are particularly important in designing and interpreting assessments. There are now many useful and relevant works in this area. Darder (1991) explores the link between

the dominant culture, power, and oppression in the classroom as it relates to students who do not come from the dominant culture of the society. These issues are used to inform the development of a theory of biculturalism. A program designed to foster bicultural development is also discussed. In a chapter in Smith, Wolf, and Levitan (1994), Darder applies this critical perspective to the study of diversity issues on campus. Tierney (1993) develops the notion of building "communities of difference" through an understanding of the structure of postmodern organizations. Aspects of these "communities of difference" are explored through the use of case studies. Although neither of these works provides specific information about how to accomplish the goals that they espouse, they are nonetheless useful in developing evaluations of diversity programs by providing both a critical analysis of the present situation and a vision of future possibilities.

Astin (1991, 1993a) has developed a model for assessing student outcomes that is useful for studying the effectiveness of diversity initiatives in terms of influencing and changing student attitudes and behaviors. Astin's theory of "value-added" student development is the result of over twenty years of work with a national research project on student opinions, attitudes, and growth, the Cooperative Institutional Research Project (CIRP), managed by the Higher Education Research Institute at the University of California–Los Angeles. This model is referred to as I–E–O, an abbreviation for the three components of student development that Astin stresses are essential to assessment of institutional effectiveness: inputs (student characteristics at entry), environment (institutional characteristics and student experiences while in college), and outcomes (student characteristics at exit). Astin (1991) argues that insufficient information about any one of these components makes assessment problematic at best. Applying the I–E–O model of student development to the Higher Education Research Institute's database of twenty thousand students and twenty-five thousand faculty members at two hundred institutions, Astin has looked at environmental factors that affect academic, cognitive, personal, and career development. The model may be particularly useful for studying the impact of diversity programs for two reasons. First, it emphasizes student growth and change over time, rather than taking a snapshot of student attitudes and opinions at a particular point. Second, the model's emphasis on environmental factors that influence outcomes enables the researcher to tease out the effects of particular experiences through multiple regression statistical techniques.

THE SIGNIFICANCE OF SOCIAL AND ACADEMIC INVOLVEMENT

A review of academic works related to curricular and institutional impact proves useful as a foundation and context for the investigation of the impact of diversity initiatives. Indeed, the impact of campus climate on student conflict, student self-concept, and academic ability and satisfaction has been well chronicled in the academic literature, which ranges from research on elementary and secondary students to studies of graduate and professional students (Astin 1993a; Adams and Wadsworth 1989; Fuertes, Sedlacek, and Westbrook 1989; Hurtado 1992; Nottingham, Rosen, and Parks 1992; Pascarella and Terenzini 1991; Smith 1989; Thompson and Fretz 1991).

A campus climate characterized by high trust and interaction among racial/ethnic groups has a positive impact on the academic self-esteem of students of color.

There are a number of broad landmark works studying collegiate impact. One is Astin's *What Matters in College: Four Critical Years Revisited* (1993a) in which he demonstrates the potential significance of involvement, of institutional commitments and characteristics, and of institutional type. Another is Pascarella and Terenzini's (1991) extensive synthesis of the literature on college impact and what we have come to know. In addition, Tinto's now-classic work, *Leaving College*, has been seminal in identifying issues of social and academic integration as important factors in retention.

Despite the best efforts of scholars to explain how college affects all students, many acknowledge the limitations of current theories and models that attempt to explain these effects. In their discussion of the psychosocial context for student change and development and the impact of college in this regard, Pascarella and Terenzini (1991) issue this caveat:

> Readers should understand that the evolving character of higher education's clientele, specifically the growing numbers of minority group and older students, raises serious questions about the universal applicability of these theories and models.

The themes of involvement and social and academic integration form the basis for much of the evidence about student success. Clearly, institutional initiatives that encourage incorporation of minorities on campus have a positive effect on retention (e.g., Friedlander and MacDougall 1992; Rice 1991; Tafalla, Rivera, and Tuchel 1993). The form and power of such initiatives must be understood within the context of different institutions and different populations of students (Hood 1990; Stoecker, Pascarella, and Wolfe 1988). For example, in a 1987 article examining the retention of Chicano students at postsecondary institutions, Nora found that while retention rates are indeed a function of the degree of an individual student's integration into academic and social systems, there are other individual and institutional factors that play a role in the interaction. While there was a relationship between academic integration, social integration, and retention, measures of individual initial commitments to the institution also had a significant and direct effect on retention. Nevertheless, Hurtado (1992, 1994a) indicates that a campus climate characterized by high trust and interaction among racial/ethnic groups has a positive impact on the academic self-esteem of students of color. These results are verified by others (Bensimon 1995a; LaSure 1993;

Nettles, Thoeny, and Gosman 1986).

While many studies have documented the importance of the campus climate of postsecondary institutions for majority and minority students, there is also an emerging literature documenting differing perceptions of isolation among many students. Interestingly, and contrary to popular belief, research is emerging reporting that both majority and minority students feel isolated on campus. Cabrera and Nora (1994) describe an institutional environment at a large midwestern university in which both minorities and whites feel alienated, but for very different reasons. Whites in the study showed resentment toward African American students because of their perceived advantage in terms of access to university services, a phenomenon also reported by Rocha and Crowley (1991). African Americans, on the other hand, expressed feelings of alienation based on perceived discrimination in the classroom. Nevertheless, Hurtado, Dey, and Trevino (1994) suggest that the feelings of resentment being expressed by a small, vocal cohort of white students are in stark contrast to large numbers of students of color who feel alienated. Hurtado's (1992, 1994b) analyses of the impact of conflict and campus climate reveal that sources of conflict and tension on campus are multiple and include external influences and institutional characteristics as well as the dynamics of group relations (Hurtado et al. 1994). Recent research by Hurtado, Dey, and Trevino (1994) using large national samples suggests several important trends. Self-segregation, a pattern for students of color described in the media, is in fact a pattern described by white students. Students of color tend to interact with dominant students far more than the reverse. Moreover, the single most important factor in influencing cross-race interaction was an institutional commitment to diversity. In another study looking at the impact of a wide variety of factors related to the academic adjustment of talented Latino students, Hurtado, Carter, and Spuler found once again that institutional climate was a strong factor in academic adjustment to college. Upper-class students, advisors, and peer mentors were also important in this adjustment (Hurtado, Carter, and Spuler 1996). Duster's important study at the University of California–Berkeley (1993) highlights the complexity of these issues.

Self-segregation, a pattern for students of color described in the media, is in fact a pattern described by white students.

For many students, especially minorities, participation in campus activities has been found to be a crucial element of integration into the campus environment and hence connection to it (Antony 1993; Bradley, Philippi, and Bryant 1992; Fuertes, Cothran, and Sedlacek 1991). A study conducted by Deppe (1989) characterizes involvement in campus activities as critical for the integration of students into the campus environment.

In sum, the literature indicates that campus climate and academic and social integration, as well as the presence and availability of institutional and curricular resources, all have a significant impact on the academic success and persistence of postsecondary students. The result has been a shift in institutional initiatives that now focus on institutional changes in addition to programs that target the needs of specific groups. Hundreds of campuses, recognizing the important role of institutions in promoting diversity, have developed programs, altered mission statements, and changed curricula to address issues of campus climate and resources (Adams and Wadsworth 1989; Bensimon 1995a, 1995b; *Change* 1988; Council of Graduate Schools 1988; Education Commission of the States 1990a, 1990b; Hurtado, Astin, and Dey 1991; Hurtado and Carter 1994; Nora 1993; Nora et al. 1994; North Dakota State University 1995; Southern Education Foundation 1995; University of California n.d.).

RESEARCH ON SUCCESSFUL INSTITUTIONS

The second broad grouping of studies in this review centers on institutional comparisons and studies of institutions that have shown success in educating nontraditional students. These studies provide an alternative lens for examining the important elements for building institutional success. They highlight and illustrate practices and institutional characteristics that are successful as well as others that are less successful. From a methodological standpoint, they take advantage of natural experiments by identifying a desirable result (e.g., superior retention and graduation rates of ethnic minorities or a disproportionately high percentage of women pursuing graduate study) and examine institutional characteristics and practices that may have contributed to the success. Results are often presented in case study form.

Students at women's colleges were more likely to view their institutions as caring about them and as caring about civic involvement and multiculturalism.

One stream within this framework examines special-purpose institutions such as women's colleges and historically black colleges and universities (HBCUs). Historically black colleges and universities account for a greater proportion of undergraduate and advanced degrees awarded to African Americans relative to the proportion attending these institutions (Fleming 1984; Sudarkasa 1987; Wilson and Carter 1988; Wolf 1995). Tidball (1980) found that graduates of women's colleges were more likely to earn Ph.D.s and to be represented in *Who's Who* than graduates of other colleges, regardless of the selectivity of the institution. Factors related to success included the proportion of women on the faculty, institutional mission, and expectations of students. Thus, studying these institutions for the lessons they might offer to the rest of higher education remains an important agenda for research on diversity initiatives.

Wolf (1995), in a partial replication of Tidball's study, examined the baccalaureate origins of successful white women, African American women, and Latinas. Success was defined as earning a Ph.D. or being listed in *Who's Who*. The results of this study demonstrated that special-focus institutions graduate a disproportionate number of successful women from these ethnic groups. Successful whites tended to graduate from predominantly white women's colleges, African American women from historically black women's colleges and other HBCUs, and Latinas from Hispanic-serving colleges, especially former women's colleges. Site visits were conducted at representative institutions, and results indicate that high academic expectations and support were common factors, as were other factors highlighted in previous studies.

Smith (1990) used the Higher Education Research Institute database described above to examine the effects of women's colleges. She found that, after controlling for background characteristics, attendance at women's colleges was positively associated with a number of outcomes, including self-confidence and satisfaction with college. Smith, Wolf, and Morrison (1995) used path analysis to further explore what characteristics of women's colleges contributed to students' positive feelings. They found that students at women's colleges were more likely to view their institutions as caring about them and as caring about civic involvement and multiculturalism. In turn, institutions that exhibited these characteristics were more likely to have students who were successful on a number of measures.

Other interinstitutional studies compare practices at institutions that have differing

levels of success with specific groups. Allen (1992) reviewed African American student outcomes at predominantly white and historically black colleges and universities. He found higher academic achievement and social involvement among African Americans at historically black institutions, relating student success to differences in style between the two types of institutions. Townsend (1994), looking at institutions with higher retention and graduation rates for African American students at HBCUs and at selected predominantly white institutions, found a greater sense of community on these campuses and central roles for faculty with students.

Another stream within the literature includes studies of predominantly white colleges and universities that are successful at retaining and graduating significant numbers of minority and nontraditional students. Clewell and Ficklen (1986) identified four traditionally white universities with high graduation rates for minority students and examined specific programs on each campus that are designed to promote that end. Although there was a great deal of variation, certain common characteristics of successful institutional programs emerged, including the presence of a stated policy on diversity, a high level of institutional commitment and a substantial degree of institutionalization of the program, comprehensive services, dedicated staff, systematic monitoring and data collection, and strong faculty support and non-stigmatization of participants. Richardson and Skinner (1991), with their associates, identified ten institutions that had excellent records for graduating significant percentages of underrepresented students. The results of this research project document that while programmatic interventions facilitated efforts to improve retention and graduation rates, institutional factors such as administrative and institutional commitment to programs, an accepting campus environment, and comprehensive and systematic strategies were essential (Richardson 1991; Richardson, Simmons, and de los Santos 1987).

Traditional models of program assessment, in which particular programs are evaluated independent of the institutional context, may not be sufficient for looking at the overall impact of diversity initiatives.

Studies of successful practices are useful in guiding institutional planning for interventions. The studies outlined above point to certain common traits of special-purpose colleges and universities that engender success: high expectations coupled with support; the presence of role models; high involvement; and an atmosphere of caring, civic responsibility and multiculturalism (Wolf 1995). The themes of intentional institutional practices focusing on student success, commitment to students, and the concept of diversity reappear in each of the studies. This research also suggests that traditional models of program assessment, in which particular programs are evaluated independent of the institutional context, may not be sufficient for looking at the overall impact of diversity initiatives.

THE IMPACT OF DIVERSITY INITIATIVES

Increasing numbers of institutions of higher education across the United States have developed and implemented a wide variety of programs and projects, commonly known as diversity initiatives, in an attempt to simultaneously increase the representation and success of particular groups of students and to deal with issues of diversity institutionally. These initiatives can take many forms: programs designed to recruit and/or retain students of color, fundamental curriculum transformation, the introduction of new scholarship to faculty, programs developed to ease the transition from secondary to postsecondary education for underrepresented students, cultural awareness workshops, rape prevention seminars, coursework in women's or ethnic studies, academic and/or financial aid outreach, scholarship programs, precollege seminars, gay and lesbian pride marches, Asian heritage weeks, campus observation of Kwanzaa, etc. Without doubt, campus initiatives are as diverse in mission and intent as the populations that they purport to serve, though patterns are certainly emerging in terms of priorities for future resources. Whether they are funded by the institution, the state, corporate and private foundations, or student governments, developing evidence suggests that diversity initiatives have a number of consequences for colleges and universities beyond some improvement in access. In fact, recent research conducted by Hurtado (1992, 1994a) shows that African American and Latino student perceptions of institutional commitment to diversity are associated with perceptions of relatively low racial tensions on campus. A study by Smith, Wolf, and Morrison (1995) links an institutional commitment to diversity to student success more generally. This latter finding suggests that there may be evidence that the educational experience associated with diversity has benefits for all students.

African American and Latino student perceptions of institutional commitment to diversity are associated with perceptions of relatively low racial tensions on campus.

As a relatively young subfield in education, the body of academic work dedicated to the evaluation of campus-based or system-based diversity initiatives is small but growing. As such, the literature on this topic tends to be penned by a variety of authors from a variety of backgrounds—scholars, professional evaluators, and practitioners—using a variety of methodologies, ranging from complex qualitative and quantitative analyses to basic descriptive statistics and informal surveys. At this point, the bulk of the evaluative literature focuses more on the success of institutional changes—e.g., how have courses changed as a result of the incorporation of new scholarship—rather than on the ultimate impact of these efforts on students (Musil et al. 1995; National Center for Teaching and Learning Assessment 1995; Nettles and Hudgins 1995; Washington Center 1995).

The good news is that, taken in its totality, the literature suggests that diversity initiatives are having an impact on both minority and majority students. Perhaps the even better news for American colleges and universities is that the literature indicates that this impact is for the most part positive (Francis 1993; Luebke and Reilly 1995).

Wading through the large and ever-growing volume of work on diversity—a literature that contains a multitude of references to programmatic evaluation—can be a cumbersome assignment for scholars and practitioners who are searching for "proof" that diversity initiatives work. Beyond the fundamental works that are featured in books and

journals, it is conceivable that every campus that has implemented a diversity initiative has attempted in some way to measure its impact. In a very real way, this is a "literature" that expands on a daily basis. Unfortunately, the majority of this work is designed for internal consumption by institutions or for presentation at symposiums or conferences and, as a consequence, may not reach the audiences that could benefit from it the most.

The potentially difficult task of gathering evidence can be made somewhat easier by disaggregating the available research into two broad categories: (1) multi- or cross-institutional studies that collect and analyze data from several campuses for comparison and (2) studies that focus on the impact of diversity programs used on a single campus. Another rationale for this type of distinction is that evaluations of diversity initiatives that are conducted on a campus-by-campus basis primarily by institutional researchers and practitioners can be used to verify or challenge the results of multi- or cross-institutional studies, conducted primarily by scholars. In other words, the two typologies taken together can ascertain whether the results of what works in theory is also applicable to everyday practice.

Students from diverse backgrounds who participated in courses related to diversity experienced greater overall satisfaction with their education and greater openness to racial understanding.

MULTI- AND CROSS-INSTITUTIONAL STUDIES

While much has been written about the myriad effects of campus climate on minority students, the dearth of academic literature and assessments focusing on the impact of campus-based diversity initiatives presents great difficulty to scholars, policy makers, and practitioners alike. Multi-institutional impact studies, such as those conducted by Astin (1993b), Pascarella et al. (in press), Hurtado et al. (1994), Hurtado (1992, 1994a), Nora (1990), and Nora et al. (1994) prove to be particularly useful when attempting to determine what factors may influence success. However, there is a short supply of research that directly attributes positive effects to the presence of a single diversity initiative or number of initiatives.

Perhaps Pascarella et al. (in press) best illustrate this point when they state that

> We are only now beginning to understand how specific programmatic or policy-relevant college experiences increase the value a student places on experiencing the different dimensions of diversity.

In an important "first" for this literature, Astin (1993b) revealed the results of a national longitudinal study in which students from diverse backgrounds who participated in courses related to diversity experienced greater overall satisfaction with their education and greater openness to racial understanding. Similarly, a perceived institutional commitment to diversity proved to be a powerful determinant of student satisfaction with college and commitment to racial understanding. Antony (1993), also using the CIRP database, found important educational outcomes in relation to student participation in diversity courses and discussions on diversity.

Using a similar approach to studying the impact of diversity initiatives, Pascarella et al. (in press) studied first-year students from eighteen four-year colleges and universities in fifteen states across the country in an effort to measure openness to diversity in the first year of college. The findings of the study suggest that a myriad of independent factors influence a student's openness to diversity, including the courses he or she takes and the overall climate of the institution he or she attends. Furthermore, the findings indicate that level of involvement or engagement on campus as well as the influence of peer groups are significant factors in this regard. This study also revealed some of the significant problem areas on campus. In their discussion of the potential negative in-

fluence of predominantly white fraternities and sororities on openness to diversity and challenge (in contrast to positive impacts for other fraternities), the authors state that

> [The findings indicate] the potential need for programmatic interventions or policies that might counteract the negative influences of these organizations on white students' openness to diversity.... The positive main effect associated with participating in a racial or cultural awareness workshop suggests one potentially fruitful course of action.

While the authors warn that ethnicity-based effects "should be considered preliminary and suggestive" rather than confirmatory and conclusive, it is important to note that students from divergent backgrounds experience the campus environment in different ways, and that active involvement by college or university administration in change is perhaps the best way to bring change about.

Villapando (1994), in another large-scale study using the CIRP database, found that regardless of student background, participation in workshops and in multicultural courses, along with the college's commitment to diversity, had a strong impact on student satisfaction. Indeed, evidence from a forthcoming presentation to the Association for the Study of Higher Education using a different database (Springer, Palmer, Terenzini, Pascarella, and Nora 1995) seems to confirm this idea. In their investigation of the effects of participation in a racial or cultural awareness workshop on student attitudes toward diversity on campus, the authors conducted a longitudinal study of 1,082 white undergraduates at twenty colleges and universities across the United States. The results of the surveys of the students indicate that those who participated in cultural or racial awareness workshops developed favorable attitudes toward diversity as a result.

Regardless of student background, participation in workshops and in multicultural courses, along with the college's commitment to diversity, had a strong impact on student satisfaction.

Echoing sentiments about positive impact on students is a report assessing the impact of campus diversity initiatives funded by the Ford Foundation. In their study of nineteen campuses, Musil et al. (1995) comment that

> In almost every instance...when students were the focus of a Ford-funded diversity project, the results were at least in the short run quite impressive. Students demonstrated leadership, openness, and a new sense of empowerment as they became engaged in minority scholars programs, student-run cultural diversity programs, and designing freshman writing programs as graduate students.

A similar evaluation conducted by Sedlacek (1995) for the Eli Lilly Foundation examining thirty institutions and their funded efforts to improve the climate for diversity on campus seems to confirm the above results, as does Nettles and Hudgins's (1995) project for Philip Morris. It is important to note, however, that these studies provide more compelling information about institutional change than about student impact, on which less evidence is currently available.

Nora's (1990) discussions of the positive impacts of institutional initiatives on minority community college students within and outside of the Chicago metropolitan area also offer evidence that participation in certain projects or programs may contribute to higher persistence and retention rates for students of color. Nora's (1993) literature review of two-year colleges and minority students reveals that although very little research has been conducted in this area, the works that do exist indicate that grants and work–study awards (versus loans) have a positive impact on persistence, a finding supported by St. John (1991). Furthermore, Nora provides a listing of interventions and activities offered by two-year colleges that have proven to be successful in the retention

of underrepresented students. These efforts include faculty mentorship programs, learning community workshops, study skills workshops, and programs geared toward improving the freshman year experience.

Finally, "Redeeming the American Promise," a report by the Panel on Educational Opportunity and Postsecondary Desegregation of the Southern Education Foundation, describes the outcomes of several innovative programs designed to recruit and retain minority students at colleges and universities in the South. While the report indicates that all institutions in all of the states under investigation did not meet all goals established via court order, substantial progress is being made in the undergraduate and graduate enrollment of underrepresented students throughout the South. In addition to presenting enrollment outcomes for twelve states, "Redeeming the American Promise" discusses innovative programs and policies used by these states to accomplish access and enrollment goals.

Taken as a whole, evidence from the academic literature and institutions themselves indicates that the impact of diversity initiatives at individual campuses is positive.

SINGLE CAMPUS INSTITUTIONAL EVALUATIONS

This section examines the important contributions of studies that are based on single campus initiatives—those that are not included in the previous discussions. The outcome of this literature search was surprising: Although increasing numbers of postsecondary institutions throughout the United States have wrestled with climate and/or diversity issues, a review of recent academic research indicates that relatively few of these colleges and universities have published the results of efforts to diversify their respective campuses. However, when one considers the scarcity of resources, both human and fiscal, that are made available to most institutional research departments and to programs themselves, it is encouraging that this type of analysis is conducted at all.

Indeed, gathering data from or about individual institutions is a painstaking endeavor, given a limited time frame and restricted access to documents intended for institutional use. Yet with a concerted effort, the present research team was able to gather a variety of these reports from a geographically diverse pool of institutions, ranging from two-year community colleges to four-year comprehensive institutions and research universities. The availability of academic journals, conference proceedings, and popular media also facilitated this effort, offering much-needed insight into the inner workings and outcomes of campus-based diversity initiatives.

In spite of few commonalities and seemingly infinite differences, taken as a whole, evidence from the academic literature and institutions themselves indicates that the impact of diversity initiatives at individual campuses is positive. Regardless of the focus of the analysis, data from a geographically diverse group of institutions serves to confirm the conclusions of previous academic work with a multi- or cross-institutional focus. At the same time, the complex relationships between student groups, different outcome measures, program type, and institutional context emerge.

A word of caution is appropriate at this juncture. Data in this report about the impact of diversity initiatives at the campus level varies significantly in terms of quality, purpose, methods, and sources of information. This is not to say, however, that what we have learned about the effects of these programs from campuses is not valuable. One simple approach, which is being used more frequently, involves interviews to capture student views both as they are experiencing diversity issues and following their experiences.

As mentioned previously, the goals of institutionally sponsored diversity initiatives are many. There is a large literature that is documenting and studying the changes that are occurring in colleges and universities as a result of many new programs that focus

on institutional structure, the curriculum, faculty development, etc. (e.g., Bensimon 1994; Musil et al. 1995; Nettles and Hudgins 1995; Sedlacek 1995). Recall that the present review is focused on those studies that look at the impact of diversity efforts on students. A review of the literature indicates that the majority of the research on these programs tends to fall into three clusters: (1) programs that are designed to provide greater access to higher education for a diverse pool of applicants, (2) programs designed to improve grades and/or retention rates (or transfer rates in the case of community college programs) among underrepresented students, and (3) programs designed to have an impact on students—both students of color and white students—in terms of knowledge, skills related to functioning in a diverse society, and attitudes of "tolerance."

IMPROVING ACCESS FOR UNDERREPRESENTED STUDENTS

For years, institutions of higher education have sought to become increasingly accessible to underrepresented students and have employed a variety of interventions to do so. For example, the Doheny campus of Mount Saint Mary's College reports success with its Alternative Access Program (AAP), which is geared toward minorities who are often poor, lack college preparatory skills, and generally are first-generation college students. According to Mount Saint Mary's, nearly 70 percent of students who enter the AAP earn an associate's degree within two years and between 70 and 80 percent of those students go on to transfer to a four-year program. Other successful access programs include a pre-freshman project developed at the University of Texas–El Paso, which recruits Latinos into engineering programs; an academic summer camp for high school students sponsored by Winthrop College in South Carolina (Rembert, Calvert, and Watson 1986); and a summer bridge program designed to increase the matriculation of underrepresented students at Arizona State University. Increasing numbers of studies point to the success of even earlier outreach programs (Certainty of Opportunity 1989).

Interventions that are designed to increase retention rates, grades, or transfer rates of underrepresented students have yielded positive results at postsecondary institutions across the country.

IMPROVING ACADEMIC SUCCESS AND RETENTION AMONG UNDERREPRESENTED STUDENTS

Another significant body of academic work comprises a review of interventions that are designed to increase retention rates, grades, or transfer rates of underrepresented students. According to the data available to the authors of this review, most of these interventions have yielded positive results at postsecondary institutions across the country. A recent issue of the newsletter for the Hispanic Association of Colleges and Universities highlights some of these efforts. The STARS/HOPE partnership program at Wolfson College provides Latino students with mentors and scholarships that have led to higher retention rates at the institution. At Rose-Hulman Institute of Technology in Indiana and Texas A&M University–Kingsville, a program aimed at freshman engineering students has also shown increased retention rates among minority students.

At the University of California–Berkeley, a particularly successful program was designed to improve calculus grades among African American and Latino students. The program traces the root cause of failing grades to academic lonerism. The implementation of the program, developed by Uri Treisman, not only resulted in higher grades among minority undergraduates at Berkeley, but also led to the expansion of the program to include more than twenty-five colleges and universities nationwide (Conciatore 1990). Another approach that emerged from academic research was developed by Steele (1995) who found powerful evidence in his research that vulnerability to stereotypes is a significant factor in academic achievement and has a measurable effect on the

achievement of African Americans on standardized exams and of white women in mathematics. Based on these as yet unpublished results, Steele has facilitated the development of a freshman transition program at the University of Michigan in which students from a variety of backgrounds are introduced to the campus through honors coursework, workshops, and discussions.

Other successful interventions include academic enrichment programs at Northern Illinois University (Hood 1990), a pre-entrance program for minority medical students at the Boston University School of Medicine (Ugbolue et al. 1987), a multidimensional approach at Middlesex Community College (Capoor and Overstreet 1993), and a summer program for African American freshmen at Clemson University (Hamby 1988). A particularly successful peer mentoring project at the University of North Carolina–Greensboro (Bell and Drakeford 1992) showed that although a large number of African American freshmen dropped out of Greensboro before the spring semester, none of these students had been enrolled in the program. Several mentorship projects are also showing positive outcomes in terms of grades and persistence (Fuertes, Cothran, and Sedlacek 1991; Guon 1988). Finally, an entire issue of the *Journal of Developmental Education* (1994) is dedicated to the description of four exemplary retention programs for incoming minority freshmen.

Vulnerability to stereotypes is a significant factor in academic achievement and has a measurable effect on the achievement of African Americans on standardized exams and of white women in mathematics.

Successful institutional interventions include a special counseling program for African American freshmen at Pennsylvania State University (Trippi and Cheatham 1989) and a series of programmatic interventions that have been implemented by a variety of institutions and that are in *Achieving Campus Diversity: Policies for Change*, a report of the Education Commission of the States (1990a).

Sandoval (1990), in her presentation to the American Educational Research Association, discusses the evaluation of initiatives used by the University of Wisconsin (UW) system to recruit, retain, and graduate students from underrepresented groups. Although the presentation focused primarily on the implementation of the evaluation itself, Sandoval reports an increase in the enrollment of underrepresented groups of 16 percent as well as higher rates of retention among minority students who participated in certain UW-initiated programmatic activities such as advising or tutoring.

CURRICULAR AND CO-CURRICULAR PROGRAMS

As understanding of diversity issues has evolved, it is clear that approaching diversity through workshops or special programs on "teaching tolerance" is quite different from undertaking course development or curriculum transformation intended to develop knowledge about and cognitive and critical skills sufficient to deal with diversity issues and challenges (Bensimon 1994; Washington Center 1995; AAC&U 1995.) Increasingly, campuses have recognized this difference by emphasizing broad curriculum change and faculty study sufficient to incorporate new diversity scholarship across the curriculum.

A 1992 study showed that one-third of all colleges and universities already included a multicultural requirement in general education. Astin (1993b) and Antony (1993) have provided initial evidence that taking courses on diversity topics is linked with a number of positive educational outcomes, including increased satisfaction with college and greater racial tolerance.

Efforts to incorporate diversity in the curriculum have a double objective. Courses on diversity issues are intended to affect all students' attitudes, knowledge, and skills while at the same time demonstrating to students of color that the institution is working on

change. Often these courses confront students with difficult and psychologically charged topics, such as the history of racial attitudes in the United States.

Assessing the results of these curricular initiatives is fraught with significant conceptual and methodological challenges. The simplistic notion that any measure that is given before the "treatment" and after will yield significant changes seems entirely inappropriate when the goals of diversity initiatives have to do with unlearning and relearning much of what has been taught. Moreover, issues of institutional context and commitment are also important. A single course or program placed in the middle of a hostile environment might prove effective in educating its participants, but not terribly powerful in introducing the kind of change that affects the climate for all students of all backgrounds.

Another caution relates to timing. Some campuses are attempting to introduce significant institutional change in a very public way—changes that are affecting all students through comprehensive programs, general education requirements, diversity sequences in the core curriculum, and the like. Initial evaluations may reveal negative responses on the part of some students who resent these efforts, a reaction that may in turn affect the general climate of the campus. In other words, the outcomes of these directly educational initiatives and how students experience them can be quite different depending on the institutional background and context. The literature we reviewed is only beginning to disaggregate these complicating factors in the design and analysis of campus diversity studies.

Approaching diversity through workshops or special programs on "teaching tolerance" is quite different from undertaking course development or curriculum transformation intended to develop knowledge about and cognitive and critical skills sufficient to deal with diversity issues and challenges.

Because many campuses often have multiple efforts occurring simultaneously, some are assessing institutional change and impact on students through annual studies of the student body. Tracking the impact of multiple initiatives through the use of long-term assessments of campus climate is relatively unreported in the literature, and where it is reported, it is in its infancy. For example, Mount Saint Mary's College (1995) has just instituted annual surveys of students by class and background in order to assess the campus's progress on a number of student outcomes. The surveys ask for student reactions to particular experiences that may have influenced them in their college years. In addition, Mount Saint Mary's is tracking the skills developed by students who have experienced a new freshman seminar focusing on conflict resolution and intergroup relations skills. Early results have been quite positive.

The University of Michigan is completing the first phase of a major four-year study of the impact of diversity initiatives on its campus. In addition to studying student attitudes, retention, enrollment, and other elements, the university has involved academic researchers who have conducted a number of sophisticated analyses of the impact of these changes on students (Office of Academic Multicultural Initiatives 1994).

These emerging studies are already providing important information. A revealing work by Lopez (1993), using the Michigan data in a longitudinal study of the impact of intergroup contact and coursework dealing with racial/ethnic changes in student attitudes, found that coursework had the most significant positive impact on attitudes toward educational equity. This finding is consistent with other evidence that coursework influences not only attitudes but knowledge, skills, and cognitive development (Aaronshon, Howell, and Carter 1993; Bidell et al. 1994; Brown 1993; Davine 1994; Luebke and Reilly 1995; Moore and Reeves-Kazelskis 1992; Musil 1992; McCain-Reid 1994; Nelson et al. 1994; Sia and Mosher 1994; Sparks and Verner 1993). Data collected by Adams and Zhou-McGovern (1994) show positive cognitive socio-moral development among 165 students enrolled in a diversity course, evolving from a dualistic to a multi-

plistic and relativistic frame of reference.

Some studies are also beginning to focus on what makes such experiences successful and what has been less effective. Benns-Suter (1993) found that some cognitive issues were not always easy to engage and that simulations were quite effective. Others have noted the power of intense exposure to important issues through field experience and sustained dialogue among different groups (Grant and Secada 1990; Ripon College 1995). Stake and Gerner (1987) found that participation in women's studies courses affected personal growth and self-esteem for both men and women—a pattern they attributed in part to the participatory style used in the classes. Ortiz (1995) found that different teaching strategies such as peer teaching and informal discussions were effective for all students, though particularly for first-year students. This study suggested that engaging issues of diversity "mimics" cognitive development patterns in college students. Others note the difficulties of effecting changes in attitudes or behaviors through the use of a single course or in a context in which there is a vested interest in the status quo (Chavez, O'Donnell, and Gallegos 1994; Sultana 1993), and some have raised particular caution about "sensitivity training" (Nesbitt et al. 1994).

Different teaching strategies such as peer teaching and informal discussions were effective for all students, though particularly for first-year students. Engaging issues of diversity "mimics" cognitive development patterns in college students.

While a large number of studies do demonstrate a positive impact of diversity initiates, there is a small body of research that reveals underlying tensions among student groups toward the initiatives. Rocha and Crowley (1991) used a forced-choice questionnaire to evaluate the attitudes of students at the State University of New York–Geneseo toward campus-based efforts to increase ethnic diversity. Out of the forty-nine hundred students enrolled at Geneseo, one hundred students who were attending three political science discussion sections and one education section were surveyed. Ninety-four of these students were white, four were African American, one was Asian American, and one student did not indicate a racial category. Rocha and Crowley concluded that the majority of students did not favor the university's role in providing special admissions programs to recruit minority students, and that there was an obvious need to educate the student body, faculty and staff members, and administration about these attitudes.

Using the University of Michigan database, Smith (1992) found gender differences in white students' experiences with diversity initiatives. Male attitudes grew more negative in relation to perceptions of campus climate, while women's attitudes grew more positive as a function of courses taken and their own cognitive understanding of the issues. Zuniga et al. (1995) suggest as well that intergroup dialogues are effective ways to learn about differences and how to work with conflict. This study also highlights the ways in which different groups of students respond to these initiatives.

Robbins and Smith (1993) conducted a series of analyses in order to determine the impact of a ten-week freshman-year program intended to enhance the adjustment of minority and majority students to campus life. While the study yielded several conclusions, the most important finding was that the minority students enrolled in the program reported greater satisfaction with the course and demonstrated greater knowledge of university resources than did their white counterparts.

For the most part, however, when results are not positive, they are usually interpreted to address potential flaws in the design or focus of the course or the program or to reveal issues that the institution must address rather than indicting the use of coursework or programs as a whole (Stassen 1995). Nevertheless, change often produces resistance (Tatum 1994). In addition, reactions may also be embedded in other issues such as academic programs, gender, class, and ethnicity. Increasingly, we are seeing these complexities emerge in the results of the studies.

CONCLUSION AND NEXT STEPS

The obvious question that emerges from this analysis is as follows: Does work that is authored by specific institutions and/or their programs provide solid evidence of the success of diversity initiatives? Drawing from the literature available to the research team, the answer is both yes and no. While certain indicators offer evidence of success on specific campuses, there is an obvious need for institutions to consider their programs in light of campus climate and also to draw variables from a variety of assessment models. These initiatives are addressing deeply entrenched patterns of institutions and individual behavior. Moreover, these initiatives tend to uncover other institutional vulnerabilities—in community, communication, teaching, learning, or assessment—vulnerabilities that affect the results of studies. Using one variable to determine programmatic effectiveness is clearly insufficient; drawing on many variables may not capture the essence of the evaluation unless the right questions are asked. Similarly, many analyses penned by or about specific institutions at a single point in time present only a snapshot of current conditions and attitudes when longitudinal studies are desperately needed. The most important aspect of any programmatic evaluation or attitudinal assessment is a great deal of thought both in regard to design and implementation (Smith, Wolf, and Levitan 1994).

Not only is student participation in diversity related to changes in attitudes, openness to differences, and commitments to social justice but it is also increasingly related to satisfaction, academic success, and cognitive development.

Nevertheless, the research literature, in all its variety, tends to suggest that higher education is on the right path in its effort to deal with diversity. Moreover, recent research continues to powerfully support a focus on the following institutional changes: climate, curriculum, involvement of students, and faculty–student and peer–student interactions, along with continuing efforts to diversify faculty and staff members. Not only is student participation in diversity related to changes in attitudes, openness to differences, and commitments to social justice but it is also increasingly related to satisfaction, academic success, and cognitive development. The research also highlights the relationship between an institutional commitment to diversity and similar outcomes.

While it is a challenge to gather evidence to support the hypothesis that the impact of diversity initiatives is positive, the present review has demonstrated that the evidence does exist. Arguably, the academic literature is fairly sparse while promotional literature and media resources available on campus are more plentiful. Thus, one could conclude that studying the effects of these initiatives on students and institutions represents an opportunity for interested scholars and practitioners to chart a course in relatively unexplored waters. Indeed, there is quite a bit of room for cross- or multi-campus analyses and even more room for assessments conducted by individual campuses. As Musil et al. (1995) state in their report to the Ford Foundation,

> Building a serious and informative assessment design into individual diversity projects from the very beginning allows for immediate feedback. We saw little evidence that any projects followed such a path.

In an era where university affirmative action has been placed in jeopardy and the very existence of diversity initiatives on campus is being questioned, there is a marked need for objective and policy-relevant research that can inform discussions about their fu-

ture—in other words, justify the expenditure of resources. The obvious question that arises is this: What research still needs to be conducted and what form should it take?

Building from the aforementioned recommendation of Musil et al. (1995), it is important to note that although many institution-specific evaluations are dependent on academic literature to justify the development of an intervention or the use of a given model, most models offer little in the way of formal and/or predictive assessment or evidence that the project really makes (or made) a difference. This is not to say that complexity is the key or even that some criteria are better than others when determining whether one assessment is preferred over the next. Certain programmatic assessments that are used by postsecondary institutions draw on complex techniques to survey participants, yet fail to incorporate an evaluation component to assess the validity of their mission. Many campuses rely heavily on quantitative analysis that focuses on both design as well as implementation issues, but never judges the appropriateness of the program's goals. It is worthwhile to note that the majority of programmatic evaluations do not consider the institutional context for or the institutionalization of a given program but instead focus only on the dynamics of the program itself.

Evaluation of institutional diversity initiatives across the United States is not only laudable, it is clearly necessary.

In light of the current literature review, we offer the following recommendations for future research and action related to the assessment of the impact of diversity initiatives:

1. Conduct further multi- or cross-institutional analyses that build from previous works. These analyses should be multivariate and longitudinal, if possible, including a wide variety of institutions.

2. Institutions that design and implement diversity initiatives, as well as foundations or donors that supply resources to these institutions, must make evaluation an integral part of diversity projects or programs and take into account the institutional resources available for such efforts. These efforts, however, cannot be limited to traditional methodologies. The evaluations must bring students into the conversation and must create opportunities for participation by a variety of campus groups involved in diversity initiatives.

3. Assessments of the impact of diversity initiatives should not only consider the content of the programs, but the institutional context for success and the applicability of the initiative for other institutions. Moreover, evaluations of diversity initiatives should attempt to measure the extent to which diversity initiatives become institutionalized on campus and the manner in which the initiative fits into the institution's mission.

4. Annual institutional assessments that can track the progression toward change and that can examine institutional experiences from a variety of perspectives will be a powerful addition to a basic assessment effort not only in terms of the facilitation of the change process but also to contribute to the national conversation about diversity initiatives.

5. Although this review represents a first step in that it summarizes much of the available literature, a meta-analysis of diversity initiatives should be conducted in order to determine which indicators best serve these purposes. Assessments of diversity initiatives should incorporate both quantitative—such as scaled response indicators

and questions, and enrollment, retention, and graduation rates—and qualitative analyses—such as open-ended questions.

6. One of the most significant shortcomings inherent in impact research is the inadequate dissemination of the conclusions reached by these studies. Put simply, it is one thing to pen something meaningful, but if it sits on a library shelf gathering dust or remains buried within the ERIC archives, the results simply aren't reaching the audience they need to. We need to get the word out. One means to act on this recommendation is to develop a network of scholars, practitioners, and funders dedicated to the establishment and implementation of innovative and successful diversity initiatives.

The political climate for diversity at American postsecondary institutions is in a state of flux as the general political environment shifts away from commitment to diversity. In this regard, evaluation of institutional diversity initiatives across the United States is not only laudable, it is clearly necessary. If we believe in bringing multiple perspectives to decision making, then bringing in multiple voices through assessment can help build efforts for change, sustain initiatives, and bring greater understanding of what works.

ANNOTATED BIBLIOGRAPHY

Aaronshon, E., M. Howell, and C. J. Carter. 1993. "Preparing Monocultural Teachers for a Multicultural World: Attitudes Toward Inner City Schools in Education Classes." Paper presented at the meeting of the New England Educational Research Organization, Conn.

This study was designed to determine the effect of field site visits to inner-city schools on college students' unexamined assumptions about inner-city children in terms of race and social class. Subjects in this study were first-generation whites enrolled in selected graduate and undergraduate classes in a teacher education program. The faculty members in these courses used writing exercises, texts, videotaped presentations and field site visits to expose their students to the realities of inner-city schools. The measurement used to assess change in attitudes was an essay written at the beginning of the semester. In this essay subjects were asked to "free-write" their impressions of inner-city schools and inner-city students. The essays were anonymous, ungraded, and saved. After the site visits, the essays were returned to the students so they could rewrite their original essay in light of their experiences in the course. The faculty members evaluated the change in attitudes in the study participants. The results indicate significant shifts over time in self-reported perspectives toward more complexity and openness with respect to the inner city. In other words, the intervention was judged to have a positive effect on the teacher education students.

Adams, M., and E. Wadsworth. 1989. *The Role of the Faculty in Meeting the National Need for African American, American Indian, and Latino Scholars*. Stony Brook: State University of New York.

Eighty people attended a three-day conference at the State University of New York–Stony Brook; forty-five were teaching faculty, and thirty-five were administrators—five of whom represented national higher education organizations. A variety of conference papers address various diversity issues and the role of the faculty in recruiting, retaining, and graduating minority graduate students across the United States. Topics include the role of faculty members in the provision of mentoring, the provision of incentives and rewards, and the boundaries of the canon and scholarship.

Adams, M., and Y. Zhou-McGovern. 1994. "The Sociomoral Development of Undergraduates in a Social Diversity Course: Developmental Theory, Research, and Instructional Applications." Paper presented at the 1994 annual meeting of the AERA.

The purpose of this paper is to consider whether theories of cognitive development can shed light upon the processes of social justice and social diversity education and to present evidence of cognitive developmental change in a college-level social diversity course designed according to developmental principles. A sample of 165 students enrolled in the course participated in the study and were evaluated using the Measure of Epistemological Reflection (MER) and the Defining Issues Test (DIT). Findings indicate a positive movement from late dualistic to a multiplistic and early relativistic epistemology within the fourteen-week semester among students and encourage the use of active, concrete, and experiential activities drawing on multiple perspectives as well as knowledge sources.

Allen, W. P. 1992. "The Color of Success: African-American College Student Outcomes at Predominantly White and Historically Black Public Colleges and Universities." *Harvard Educational Review* 62 (1).

This study reports the findings of a survey conducted between 1981 and 1983 of over twenty-five hundred African American students at six predominantly white and eight historically black public colleges and universities (HBCUs). A number of variables relating to student educational background, demographics, educational aspirations, and institutional racial environment were examined in relation to outcomes of GPA, future occupational goals, and social involvement with the campus. Students at HBCUs were found to have higher aspirations, better academic achievement as measured by GPA, and a higher level of social involvement with the campus relative to their counterparts at predominantly white institutions. In a regression analysis, campus racial composition was found to be the strongest predictor of student outcomes for social involvement and occupational aspirations, and the second strongest for academic achievement. The author stresses the need to understand the reasons behind HBCU success with African American students in order to translate it to other types of institutions.

Antony, J. 1993. "Can We All Get Along? How College Impacts Students' Sense of Promoting Racial Understanding." Paper presented at the annual meeting of the Association for the Study of Higher Education.

This study, using data collected from 18,817 college students by the American Council on Education and Higher Education Research Institute, addresses the extent to which college affects students' sense of the importance of promoting racial understanding. Multiple regression analysis is used to study the manner in which various background characteristics, experiences, involvements, and college characteristics are related to attitudes toward diversity. Specifically, the development of this attitude is mediated by many variables that are independent of the student's race or any other background characteristics and is almost entirely dependent on the sorts of activities and courses that he or she elects. These findings strongly support the notion that students' college activities, courses, and involvements are highly predictive of attitude formation toward diversity, even after controlling for other influences. These findings provide support for the injection of ethnic/gender studies courses into the curriculum and the provision of venues for the discussion of diversity issues.

Association of American Colleges and Universities. 1995. *American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy*. Washington, D.C.: Association of American Colleges and Universities.

The third in a series of reports issued as part of AAC&U's American Commitments initiative, this publication makes specific recommendations for teaching diversity across the curriculum in both general education and major programs. The recommendations connect diversity with the study of both self and society, including the values of a democratic society. The report also describes effective diversity courses and requirements in a broad range of institutions, large and small, public and private, two-year and four-year. This publication is especially useful to members of curriculum and general education committees.

Astin, A. W. 1991. *Assessment For Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*. New York: American Council on Education/ Macmillan Publishing.

This book describes Astin's approach to assessment and the I–E–O model of student outcomes research which takes into account the *input* of student characteristics at entry, the *environment* of institutional characteristics and the student's lived experiences at the institution, and the *outcome* of student characteristics at exit. The model is described in detail, with examples from research done at the Higher Education Research Institute at UCLA. Chapters on assessing inputs, environments, and outcomes are included, as are descriptions of how to develop an effective student tracking database for outcomes assessment. Of particular interest is a discussion of equity issues in assessment. The book also contains an appendix describing the statistical procedures for multiple regression and their application to the I–E–O model.

———. 1993a. *What Matters in College? Four Critical Years Revisited*. San Francisco: Jossey-Bass.
This massive study uses Astin's I–E–O model to assess the intellectual and social development and satisfaction with the college experience of over twenty thousand students at two hundred colleges and universities nationwide. The book examines the effects of 190 environmental variables on student personality and self-concept, attitudes, values and beliefs, patterns of behavior, academic and cognitive development, career development, and satisfaction with college. The chapter on student attitudes, values, and beliefs is of particular interest in the context of diversity research, as is the discussion of policy implications of the research.

———. 1993b. "How are Students Affected? Diversity and Multiculturalism on the Campus." *Change* (March/April).
Astin uses data from the Higher Education Research Institute databases to examine questions of how students' values and beliefs are affected after four years of college by the environmental variable of institutions' policies on diversity and multiculturalism, the effect of faculty emphasis on diversity on student attitudes and behaviors, and the effect of direct involvement in "diversity experiences" on academic progress and values. The study involved an analysis of data on twenty-five thousand students who entered college in fall 1985 and were followed up four years later merged with a data set on institutional commitment to diversity and multiculturalism. After controlling for entering student characteristics, Astin found that institutional diversity emphasis is strongly associated with cultural awareness and commitment to promoting racial understanding, as well as with overall satisfaction with college. Similarly, faculty diversity emphasis has positive effects on cultural awareness and overall satisfaction with college, and is associated with a greater tendency to vote in national elections. Courses in ethnic or women's studies and cultural awareness workshops showed similar results. It is clear from the results that a strong emphasis on diversity in the institution and its faculty, and an opportunity for students to take courses on multicultural issues and to interact with others of different cultures, are all associated with outcomes considered positive in most general education programs.

Banta, T., et al. 1993. *Making a Difference: Outcomes of a Decade of Assessment in Higher Education*. San Francisco: Jossey-Bass.
This volume contains twenty-three contributed papers on the subject of assessment in higher education, providing both a theoretical background and practical approaches to assessment which may be useful in assessing the impact of particular programs. The pa-

pers are grouped along five major topic areas, including: "Transforming Campus Cultures Through Assessment"; "Adapting Assessment to Diverse Settings and Populations"; "Outcomes Assessment Methods that Work"; "Approaches with Promise for Improving Programs and Services"; and "State-Level Approaches to Assessment." There are extensive bibliographies and a summary section by the editor.

Bargad, A., and J. A. Hyde. 1991. "Women's Studies: A Study of Feminist Identity Development." *Psychology of Women Quarterly* 15: 181–201.
This study investigated the effects of enrolling in an introductory women's studies course on women students' feminist identity. Researchers describe the creation and validation of a feminist identity scale created through factor analysis. Results of a survey using this scale and open-ended interviews revealed that the women's studies students experienced greater development in terms of the model than those in the control group. The authors conclude that women's studies courses have a positive influence on women students' sense of feminist identity.

Bell, E. D., and R. W. Drakeford. 1992. "A Case Study of the Black Student Peer Mentor Program at the University of North Carolina at Greensboro and its Policy Implications." *College Student Journal* 26 (3): 381–386.
This study examines the efficacy of an African American student peer mentor program initiated by the University of North Carolina–Greensboro in fall 1987. Respondents were given a survey instrument that measured autonomy, purpose, and interpersonal relationships. Results indicate that participants in the mentor program were significantly less likely than those in the control group to drop out of the institution—all returned to the institution for their sophomore year. Peer mentor participants were also more likely than non-participants to participate in campus organizations and activities. Overall, the peer mentor program helped its participant feel more connected to the university.

Benns-Suter. 1993. "The Utilization of Simulations in Multicultural Education." Unpublished paper, November 1993. ERIC Document ED364613.
In a counseling course designed to prepare students to function effectively in a pluralistic society, early results suggested that while students were able to comprehend underlying theory, they had difficulty grasping issues related to racial issues and cultural differences. The use of simulation methods was found to be effective in stimulating thinking about the issues.

Bensimon, E., ed. 1994. *Multicultural Teaching and Learning: Strategies for Change in Higher Education*. University Park: Pennsylvania State University.
This edited volume is a sourcebook of readings focusing on conceptual issues for framing an approach to a multicultural curriculum and models for achieving curricular change.

———. 1995a. *Creating An Institutional Identity Out of Differences: A Case Study of Multicultural Organizational Change*. University Park: Pennsylvania State University.
This case study examines the efforts of a college to exchange an organizational structure that is monocultural for one that is grounded in the racial diversity of the student body. The paper details organizational changes that have occurred at the institution between 1987 and 1991 and presents the results of interviews with faculty, administrators, students, and trustees. Results of the case study indicate that leadership was an organi-

zational characteristic crucial to the institution's transformation, that a new mission statement had a significant effect, as did the appointment of women and minorities to the president's cabinet. Other factors affecting the institution's transformation were the appointment of African Americans and Latinos to the faculty and multicultural curricular transformation.

———. 1995b. *African Americans and Jews: The Disuniting of a Model Urban Campus*. University Park: Pennsylvania State University.

This critical case study unveils the partiality of taken-for-granted beliefs about innovation and change in a public urban college by contrasting the standpoint of organizational elites to the standpoint of those outside the center of power. This is accomplished by an examination of a bitter confrontation that turned Jewish and African American faculty members, administrators, and students against one another. This case study, contrary to received knowledge about the excellence initiative grant offered to the institution that sought to enhance the teaching and learning environment, the grant further entrenched long-term organizational structures and practices that contributed to the disuniting of what had been described as a model campus.

Bidell, T., et al. 1994. "Developing Conceptions of Racism Among Young White Adults in the Context of Cultural Diversity Coursework." Paper presented at the annual meeting of AERA, April 1994, New Orleans. ERIC ED 377270.

This was an exploratory study to see if white students enrolled in a college cultural diversity course would develop along the lines suggested in a cognitive developmental sequence in conceptions of racism. Fifty-five white students in a course required of education majors showed movement in deepening their understandings of the concept of racism.

Bradley, J., R. Philippi, and J. Bryant. 1992. "Minorities Benefit from their Association with Campus Recreation Programs." *NIRSA Journal* 16 (3): 46–50.

Two thousand students, of whom 10 percent were minorities, were surveyed by the Center for Assessment Research and Development and the National Intramural-Recreational Sports Association to learn more about the importance of recreational services to minority students. Results indicate that approximately 90 percent of all minorities responding to the survey indicated that they participate in recreation each week, with the majority indicating participation at least three times per week.

Minority responses to the importance of recreational facilities and programs for their decision to attend and continue at their chosen university suggests that minority students are more likely than their white counterparts to consider recreation programs important to very important. Results also imply that campus recreation programs play an important role in the integration of students into the institutional environment.

Brown, C. L. 1993. "Multicultural Programs: A Campus Assessment by Employees and Students." *CUPA Journal* 44 (4): 1–7.

In this article, the author examines how ninety-three employees (faculty, staff, and administrators) who voluntarily participated in multicultural education programs at a Southern university perceived the effectiveness and usefulness of the programs. The Division of Student Affairs implemented the programs in 1989, creating a series of workshops designed to make individuals aware of cultural and ethnic differences. Overall,

the survey indicates widespread support for the continued existence of these programs. Specifically, 97 percent of the respondents indicated that the multicultural education programs should be available on campus. Further, 78 percent indicated a belief that the programs can help faculty, staff, students, and administrators understand the causes of racism. In addition, 84 percent indicated their belief that the programs could help eliminate racist acts in the academy. Nonetheless, 61 percent stated that attendance should be voluntary rather than an institutional requirement.

Cabrera, A., and A. Nora. 1994. "College Students' Perceptions of Prejudice and Discrimination and Their Feelings of Alienation: A Construct Validation Approach." *Review of Education/Pedagogy/ Cultural Studies* 16 (3–4): 387–409.

The purpose of this study is to establish the dimensionality of perceptions of prejudice and discrimination among different ethnic groups and to test the interrelationship between the different factor structures associated with each group and student's senses of alienation from their institution. The study population was drawn from the fall 1990 entering freshman class at a predominantly white, doctoral-granting major public commuter institution in the Midwest. Findings indicate that minorities and nonminorities perceive sources of discrimination and prejudice on campus differently, that whites displayed the highest level of alienation from the institution, and that sources of alienation for whites and African Americans differ significantly. Dissatisfaction among African Americans was rooted in perceived discrimination in the classroom while whites tended to perceive that minorities had unfair access to institutional resources.

California Postsecondary Education Commission. 1990. "Toward an Understanding of Campus Climate: A Report to the Legislature in Response to Assembly Bill 4071." *Commission Report* 90–19. Sacramento: California Postsecondary Education Commission.

In 1988 the California Legislature directed the state's Postsecondary Education Commission to conduct a feasibility study about assessing the campus climate for educational equity in higher education This commission report describes the methodology used in and the results of that study. The study was an exploratory study, designed to assess the current state of the campus climate for diversity across all four segments of higher education in that state (community colleges, the California State University, the University of California, and independent colleges and universities). The report contains an extensive discussion of the use of focus groups to assess climate issues (the method used in the study), as well as other methods to determine the current state of and to track changes in climate. Included as an appendix is a report on differential treatment in higher education prepared by the University of California Student Association.

———. 1992. "Resource Guide for Assessing Campus Climate." *Commission Report* 92–24. Sacramento: California Postsecondary Education Commission.

A useful resource guide for practitioners interested in studying campus climate. This resource includes descriptions of over fifty studies of campus climate, mostly conducted at the institutional level. The bulk of the studies cited were surveys, grouped into three areas based on the population surveyed: current students, former students, faculty, staff and other participants. The guide also includes pools of survey items on various topics related to campus climate for those developing their own climate surveys.

Capoor, M., and D. Overstreet. 1993. "Assessment of Multiple Treatments Used to Help Underprepared Students." Paper presented at the annual meeting of the Association for Institutional Research Forum, May 1993, Chicago.

This study tracked 11,758 students in the 1986–1990 fall entering cohorts at Middlesex Community College in New Jersey. Student outcomes (persistence and grade point average) for students participating in eight programs designed to assist high-risk and underprepared students with the transition to college were evaluated. The programs ranged from basic skills development to ESL programs to counseling and social services for reentry students. The results showed that tutoring and basic skills instruction were most strongly associated with both measures of success, while a college survival course, taken with no other interventions was the least strongly associated with success. This study includes an evaluation of a program for students with physical and mental disabilities. Students in this program of evaluation, counseling, tutoring, and accommodation were found to have the highest rate of success on the two indicators used in the study.

"Certainty of Opportunity: A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education." 1989. Paper presented at the National Association of Student Financial Aid Administrators and American Council on Education, July 1989.

Forty-eight representatives from nearly thirty education organizations who participated in a November 1988 symposium on early awareness of postsecondary education concluded that although all student groups, including minority and other at-risk students, have high aspirations and are capable of achieving in school, they have talents and abilities that are inhibited and obscured by the structure and the practices of the education system. Instituting necessary changes will take a significant effort, require more resources than society has been willing to allocate, and cannot be accomplished by the schools alone.

Among the projects already under way that could serves as models for broader scale efforts are early parent and childhood education programs; parent and guardian involvement in their children's education; academic programs that include both tutoring and supplemental instruction; and mentoring, role model relationships, and other support-group interactions. Admissions, financial aid, and other student services staff members from postsecondary institutions should become involved, and counselors should provide guidance for the next level of study and affirmation that students can succeed in any learning situation. Finally, evaluation of programs should be based on long-term tracking of participants. A partnership of educators, the community, the private sector, and the government is essential to ensure that intervention efforts reach the entire population of at-risk students without duplication among projects.

Chamberlain, M. K. 1988. *Women in Academe: Progress and Prospects*. New York: The Russell Sage Foundation.

This volume is based on a three-year study of the status and prospects of women in academia in the 1980s. Part one provides a historical background and an overview of the contents. Part two contains six chapters that focus on women as students: the college experience and the environment of coeducational institutions; minority women as students, faculty members, and administrators; the educational requirements and ambitions of returning women students; the present function of women's colleges; and the

addition of women's studies in higher education. The role of women as faculty members and scholars is discussed in chapter 8, which reviews the impact that affirmative action and legal recourse have had in increasing the representation of women in the professoriate. Chapter 9 reviews the progress women have made in traditionally male-dominated professions, and the situation of women in traditionally female-dominated professions is discussed in chapter 10. An overview of trends in faculty representation of women since the 1970s is presented in chapter 11. Chapter 12 describes the role that professional women's organizations have played in advancing women's studies. An overview of women's studies, teaching, and research since the 1970s is presented in chapter 13. Two chapters examine women in higher education administration and governance, specifically the growing influence of women's involvement in board functions. Finally, chapter 16 provides a summary of the progress and prospects of women in higher education.

Change. 1988. Special Report: Hispanics and the Academy. Vol. 20 (May/June): 4–69.
This special issue examines factors affecting the access and attainment of Latinos in higher education. A demographic report discusses five regions in the United States most affected by Hispanic population growth and concludes that in the next twenty years higher education must forge new links with secondary schools, improve the community college transfer function, and reach out to new immigrants and non-college-bound Latinos. The next article describes the difficulties of increasing the flow of Latino talent into higher education, noting barriers that occur throughout the educational pipeline, including family problems, tracking, and inadequate financial aid. The problems of balancing two cultures and succeeding in a majority university are discussed in two articles, and the distinctive characteristics and goals of Latino students are analyzed in two articles and personalized in an interview with Isaura Santiago, president of the City University of New York Hostos Community College. The final articles discuss effective intervention and provide descriptions of fourteen programs for promoting Latino educational outcomes. Two commentaries discuss the lack of Latino faculty members and the dearth of Latinos in administrative positions.

Chavez, R. C., J. O'Donnell, and R. L. Gallegos. 1994. "Pre-Service Students' Perspectives on 'Dilemmas' in a Multicultural Education Course." Paper presented at the annual meeting of the AERA, April 1994, New Orleans.
This study was designed to assess the impact of a required multicultural education course on undergraduate education majors at New Mexico State University. The assessment itself involved gathering pre- and post-course information to determine students' ideas, and attitudes about multicultural issues. At the beginning of the semester, participants (n=65) were presented with a "dilemma" and asked to write their reactions. The dilemma was a newspaper article about a group of American Indians who were protesting the Atlanta Braves fans' use of the "tomahawk chop." At the end of the semester, students were presented with a second similar dilemma—this time about the use of American Indian symbols by athletic teams. Researchers conducted content analyses of the pre- and post-course essays and concluded that there was no significant change in students' evaluation of the dilemmas between pre- and post-measures. In other words, students entered the course with attitudes that largely reflected the racial status quo, and, for the most part, they left the course with the same beliefs. Researchers hypothesized that the course had no effect because it failed to confront three knowledge domains: the personal, the historical, and the ideological and cultural.

Clewell, B. C., and M. S. Ficklen. 1986. *Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices*. Princeton, N.J.: Educational Testing Service.

Retention programs for minority students at four predominantly white institution were examined through case studies in this ETS report. The four institutions were Boston College, California State University–Fresno, Purdue University (Minority Engineering Programs), and the University of North Carolina–Greensboro. The institutions were identified through an analysis of retention data reported to the College Board and through a peer nomination process. Although there was a great deal of variation among programs, several key elements of a successful retention effort were identified. These included establishing institutional policies to enhance minority student retention, demonstrating an institutional commitment to minority student success, institutionalizing the program, establishing an institutional climate which is inclusive, providing comprehensive services through dedicated staff, performing adequate data collection and follow-up, and ensuring faculty support for the program and non-stigmatization of the participants. An appendix consisting of the four case study reports is included.

Conciatore, J. 1990. "From Flunking to Mastering Calculus: Treisman's Retention Model Proves to Be Too Good on Some Campuses." *Black Issues in Higher Education* 6 (22): 5–6.

This article presents the results of a study conducted by University of California–Berkeley faculty member, Uri Treisman, that explores the causes of poor performance in and difficulty with calculus classes among minority students. Following a survey of one thousand faculty members at the University of California–Berkeley and interviews with minority students and their families, Treisman found that many minority students were academic loners struggling one-on-one with a subject that three hundred thousand out of six hundred thousand students fail each year. Following the development and implementation of a learning community type program to enhance retention, grades have increased and attrition has decreased; the program has been adopted at more than twenty-five institutions since its initial implementation at Berkeley.

Cortes, C. 1991. "Pluribus and Unum: The Quest for Community amid Diversity." *Change* (September/October).

This brief essay looks at the demographic changes affecting higher education and examines concerns about the alleged balkanization of higher education into ethnic enclaves. These concerns are examined in light of other forms of group membership, and suggestions on how to create unity amid diversity are made.

Council of Graduate Schools. 1988. *Enhancing the Minority Presence in Graduate Education*. New York: Council of Graduate Schools.

In spring 1988, nearly one hundred graduate deans from as many CGS member institutions met in three separate groups. They discussed how they could further enhance the presence of minority graduate students and faculty members on the nation's college and university campuses. Armed with the example of their own efforts and that of their counterparts at other institutions, these deans took a frank look at action they could initiate and outcomes they could expect as the subject was discussed. One section, entitled "What's Being Done," examines various approaches currently used by graduate schools to recruit and retain minority students and faculty, including affirmative action

programs, membership in the National Name Exchange (NNE), and the Committee on Institutional Cooperation (CIC).

Cross, T. L. 1993. "The Myth that Preferential College Admissions Create High Black Student Dropout Rates." *Journal of Blacks in Higher Education* 1 (1).

Critics of affirmative action in university admissions frequently suggest that admitting minority students based on differential criteria is unfair in that they will lack the skills needed to succeed in college and therefore become dropouts rather than graduates. Cross takes issue with this assertion by examining African American student retention rates nationwide using data from the NCAA and *Peterson's Guide to Four-Year Colleges*. He found that, nationally, African American college students had a graduation rate of approximately 56 percent. Graduation rates at historically black colleges and universities was disappointingly low (ranging from a high of 61 percent to a low of 8 percent). The highest African American graduation rates were found at highly selective liberal arts institutions and universities with strong affirmative action policies, while less selective state universities showed much lower graduation rates. While the study does not control for several confounding variables such as selectivity, it does suggest that students admitted under affirmative action programs do prosper at those institutions with a strong commitment to such programs, while students who end up at less selective state institutions do not fare as well.

Darder, A. 1991. *Culture and Power in the Classroom: A Critical Foundation for Bicultural Education*. New York: Bergin and Garvey.

This book examines, through the use of critical theory, the relationships of power and dominance experienced in the educational process by students who are not of the dominant culture. It addresses the concept of biculturalism, where individuals learn to become functional not only in the primary culture of their home and community, but in the dominant (mainstream) culture as well. Critical educational practices and emancipatory classroom projects such as a bicultural development program at Pacific Oaks College in California are profiled through a review of student reactions.

Davine, V. R. 1994. "Multicultural Instruction and Attitude Change." Unpublished doctoral dissertation, University of Iowa.

This study surveys 342 students enrolled in a required teacher education course that focuses on diversity issues at the University of Iowa. The goal of the study is to assess the impact of the course on the students' attitudes about affirmative action, increasing diversity on their campus, and other diversity issues. This study utilizes a pre-test/post-test design to assess the impact of the course. The results indicate that, in general, the course had an effect on student attitudes in the desired direction. However, the pattern of change was not the same for all attitude statements. Attitude change was not related to the instructor, semester, or student background characteristics. The course's long-term impact was not assessed.

Davis, L. E., and J. S. Turner. 1993. "An Investigation of the Cultural Sensitivity Level of Elementary Preservice Teachers." Paper presented at the annual meeting of the Mid-South Educational Research Association, November 1993, New Orleans.

This study is a multi-institutional analysis of the level of cultural diversity awareness among elementary preservice teachers enrolled in Southern universities accredited by

the National Council for the Accreditation of Teacher Education (NCATE). A random sample of respondents were administered the Cultural Diversity Awareness Inventory. The results indicated that subjects exhibited cultural sensitivity in the areas of the culturally diverse family, cross-cultural communication, and the creation of a multicultural environment using multicultural methods and materials. No statistically significant differences were found based on participation in a multicultural education course, race, or prior high school attendance at a private, public, or parochial institution. The authors conclude that teacher education programs in the South appear to be preparing preservice teachers to be culturally sensitive and that separate multicultural courses added to the curriculum may be unnecessary.

Deppe, M. 1989. "The Impact of Racial Diversity and Involvement on College Students' Social Concerns Values." Paper read at the Association for the Study of Higher Education annual meeting.

This national, longitudinal study examined whether diversity in racial and ethnic student enrollment patterns in similar colleges and universities increase the likelihood that college students will develop greater social concern and humanitarian values than students in racially diverse institutions. Using Allport's contact theory, which defines the conditions necessary for integrated environments, and an I–E–O model, the study compared responses of 4,112 students surveyed by the Cooperative Institutional Research Program in both 1982 and 1986. Data were analyzed in terms of the model's four components: student input or pre-enrollment characteristics, environment-structural traits, environment-involvement characteristics, and outcomes. Results included: (1) between the freshman and senior years, social concern values declined for white students and increased for African American students; (2) racial diversity did not contribute either positively or negatively to student value development; (3) involvement was a critical factor, regardless of race, gender, and institutional type, in students developing greater social concern values; and (4) students attending predominantly white four-year institutions became less socially concerned over the years and were less involved.

Duster, T. 1993. "The Diversity of California at Berkeley: An Emerging Reformulation of Competence in an Increasingly Multicultural World." In Becky W. Thompson and Sangeeta Tyagi, eds., *Beyond a Dream Deferred: Multicultural Education and the Politics of Excellence*. Minneapolis: University of Minnesota Press.

This chapter suggests that an important reformulation of patterns of student integration be conceptualized which focuses on a complex relationship between identity enhancing activities and student interactions across race/ethnicity. The analysis is based on an important and in-depth study of student interaction at the University of California–Berkeley.

Education Commission of the States. 1990a. *Achieving Campus Diversity: Policies for Change*. Denver: Education Commission of the States.

A task force comprised of leading educators and state policymakers met over the course of eighteen months to discuss ideas about the important role that institutions and states share in educating minority youth. This report describes successful initiatives in institutions across the United States and discusses policy implications for institutions and states alike.

———. 1990b. *Minority Achievement Counting on You. Responding to Student Diversity: A Community College Perspective*. Denver: Education Commission of the States.
This study of community colleges defines underrepresentation, presents a conceptual framework for analyzing preparation issues, presents institutional strategies for responding to preparation issues, and discusses the role of leadership in this endeavor. Results of the study offer that approaching the issue of student diversity from the perspective of organizational culture can help institutional leaders avoid the pursuit of strategies that promise diminishing returns. Results also suggest that a deficiency model as well as an achievement model presents a complicating factor for the future of community colleges.

Fleming, J. 1984. *Blacks in College*. San Francisco: Jossey-Bass.
This book presents the results of a major study of the experience of African American students on white campuses and historically black colleges and universities. The study looks at student experiences in terms of achievement, cognitive development, and student backgrounds, including gender. Results present powerful evidence of the importance of campus climate, involvement in campus life, interaction with faculty, and expectations for success—conditions more likely to be found at the HBCUs.

Francis, P. L. 1993. "Assessing the Effectiveness of Multicultural Curriculum Initiatives in Higher Education: Proving the Self-Evident." In J. Q. Adams and J. R. Welsch (eds.), Multicultural Education: Strategies for Implementation in Colleges and Universities. Vol. 3. Unpublished manuscript, Western Illinois University, Macomb, Ill.
This article reviews the research literature pertaining to the assessment of multicultural curriculum initiatives—both at the single course level as well as at the broader, programmatic level. In general, the author asserts that there is little but anecdotal and descriptive evidence available to demonstrate the effectiveness of these curricular initiatives. Because of the lack of studies assessing the effects of multicultural curriculum changes, and because of the existence of a growing body of literature that assesses the outcomes associated with women's studies courses and programs, the author asserts the parallel nature of these two types of curricular innovations. Studies focusing on the impact of women's studies courses concluded that the outcomes for students were positive. Women who enrolled in women's studies courses were more likely to consider themselves feminists than women in a control group (Bargad and Hyde 1991). Women who took women's studies courses were also found to have more positive attitudes toward men (Pence 1992) and to have significant positive changes in self-esteem scores (Stake and Gerner 1987). Further, studies of the impact of women's studies programs indicate that they contribute significantly and positively to their campuses (Musil 1992).

Friedlander J., and P. MacDougall. 1992. "Achieving Student Success through Student Involvement." *Community College Review* 20: 20–28.
In this study, 1,765 students completed the Community College Student Experience Questionnaire in 1989. Among the findings of the research were that students at different levels of involvement showed significant differences in perceptions of their own progress. A variety of programs designed to increase student involvement have been instituted at Santa Barbara City College, including a faculty advising project and on-campus jobs involving teaching.

Fuertes, J., M. Cothran, and W. E. Sedlacek. 1991. *A Model for Increasing Hispanic Student Involvement in U.S. Campuses*. Research report no. 13–91. College Park: University of Maryland.

The model presented in this report is based on research that shows that some Latinos at predominantly white universities are active in school and find themselves in the mainstream of campus life, while other Latino students have more difficulty integrating themselves in college. The model in the report attempts to reduce the size of the campus for Latino students and to increase their sense of belonging to it. The goals of the model are increased retention and development of Latino students. The model increases student participation in four areas: in a campuswide Latino group, in Latino preprofessional societies, in a student development course, and in a mentoring program.

Fuertes, J., W. E. Sedlacek, and F. D. Westbrook. 1989. *A Needs Assessment of Hispanic Students at a Primarily White University*. Research Report No. 21–89. College Park: Counseling Center, University of Maryland.

At the University of Maryland–College Park, a needs assessment questionnaire was completed by 109 of 150 randomly selected Latino students. Multivariate analysis of variance revealed that the Latinos who lived on campus felt they had more time to participate in student groups than did their counterparts living off campus, and the Latino students who belonged to non-Hispanic groups attached greater importance to, and had more time for, participation in student groups than did the other students. The students who were not in non-Hispanic groups, compared to those who were, felt that they had special needs, and the women were more likely than the men to perceive special needs. The students perceived financial or motivational factors as the primary reasons for Latino students dropping out. Although 86 percent of the respondents were aware of the minority student office, 73 percent reported that they never used this service. A sense of belonging at the university was positively related to the number of years spent in the United States and the number of non-Hispanic friends.

Grant, C. A., and W. G. Secada. 1990. "Preparing Teachers for Diversity." In W. R. Houston (ed.), *Handbook of Research in Teacher Education*. New York: Macmillan Publishing Company.

This chapter presents a review of the literature that focuses on assessing the impact of diversity initiatives on preservice teachers. In particular, the authors present the small number of studies that provide empirical validation of claims about the effectiveness of specific diversity efforts. The authors were unable to find empirical studies that investigated how different recruitment models for a diverse teaching force might vary in their impact. They did, however, discover sixteen studies published between 1973 and 1988 that assessed the effect of multicultural education on preservice teachers. Thirteen of these studies focused exclusively on individual programs. Six of the studies were pretest/post-test design; the others used post-test only. The majority used self-report, attitude surveys to assess program effectiveness; most of the instruments were designed by the researchers. Most of the studies were conducted by individuals who were responsible for multicultural education or who played a major role in teaching these courses at their institutions. Most conducted their research without adequate research support money to make their assessments more elaborate. In terms of overall findings, only one study reported clear, positive results. The remaining studies reported mixed results; however, all of the researchers cited conclude that multicultural preservice education

is important. A key conclusion drawn by the researchers is that the most effective strategies involve intense exposure to diversity issues. Further, the more time spent learning the content, the more varied the presentation, and the more coursework that covers these issues, the more likely learning will be successful.

Guon, D. G. 1988. "Minority Access and Retention: An Evaluation of a Multi-University Peer Counseling Program." Paper presented at the Midwestern Psychological Association, Chicago.

At three universities, talented minority upperclassmen were trained as peer counselors for at-risk minority students. Peer counselors met regularly with their counselees to provide academic tutoring, social support, and positive social role modeling. Data on first- and second-term grade point average, high school GPA, and standardized national test scores were collected for 112 participating at-risk minority students, 111 non-minority students not in the program, and 99 at-risk minority students not in the program. Multiple regression analysis revealed that program membership, followed by first-term GPA, were the strongest predictors of year-end enrollment status. Eighty-two percent of the program students were retained as compared to 74 percent of the nonprogram students.

Hamby, J. V. 1988. "The Effects of a Special Summer Program on Black Freshmen at a Predominantly White University." *College and University* 63: 222–233.

Two treatment groups and three control groups, matched on predicted grade point ratio, as derived from admissions data, were used to analyze the effects of a special summer program established in 1984 to improve the retention prospects of African American students at Clemson University. Treatment Group One consisted of African American freshmen in the special summer program who had attended a previous summer career workshop. Treatment Group Two included African American freshmen who attended a summer career workshop but not the special summer program. Control Group One was made up of African American freshmen who attended a summer career workshop but not the special summer program. Control Groups Two and Three consisted of African American and white freshmen who had never attended any summer program. Data on self-concept (as measured by the Tennessee Self-Concept Scale), opinion of Clemson University as a racially biased institution, grades, and retention were obtained in fall 1984, after the summer workshop, and at the end of the spring 1985 semester.

Analysis of covariance revealed no differences among the five groups at the end of the freshman year. Contrary to the basic assumptions upon which the special summer program was based, the self-concept scores of the treatment group were similar to those of the African American control group and tended to be higher than those of the white control group. In addition, opinions of Clemson University were not affected by participation in either group. Finally, the treatment groups did not perform better than the control groups in grade point average or retention.

Hood, D. 1990. "A Look at Retention of Afro-American Male Students at a Predominantly White Institution." Paper presented at the annual meeting of the AERA.

The purpose of this paper is to examine programmatic support services and their impact on African American men at a large, predominantly white public university. It presents the results of a study of three cohorts of African American men enrolled in programs in Northern Illinois University Education Services and Programs office and the success of a peer-assisted learning project. The paper offers suggestions for future research.

Hurtado, S. 1992. "The Campus Racial Climate: Contexts of Conflict." *Journal of Higher Education* 63 (5): 539–69.
This study focuses on the experiences of a particular student cohort that attended predominantly white colleges from 1985 to 1989, a period when racial incidents occurred on many campuses, and draws upon several data sources. Findings show that perhaps no single element may work to produce racial tension on college campuses, but rather a configuration of external influences, structural characteristics of institutions and group relations, and institutionalized ideologies may all contribute to racial tension.

———. 1994a. "The Institutional Climate for Talented Latino Students." *Research in Higher Education* 35 (1).
The experience of high-achieving Latino students at various types of institutions was the subject of this study. Semifinalists in the National Hispanic Scholar Awards program were studied using SAT and Student Descriptive Questionnaire (administered in conjunction with the SAT) data, a mailed survey (the National Survey of Hispanic Students), and institutional data from the Integrated Postsecondary Education Data Systems (IPEDS) and other institutional data files. All together, 859 sophomores and juniors attending 224 colleges and universities were analyzed in the sample. Institutional characteristics which entered the regression analysis as associated with a hostile climate for Latino students included a large campus, students who don't know about Hispanic culture, and location in a small town. High Latino enrollment, an open and inclusive administration, and caring faculty were all associated with a positive climate. The results are of interest to those wishing to construct more positive environments for all students.

———. 1994b. "Graduate School Racial Climates and Academic Self-Concept Among Minority Graduate Students in the 1970s." *American Journal of Education* 102: 330–50.
Longitudinal data on African American and Latino students attending graduate school since the 1970s is used to test a model reflecting the influence of parental socioeconomic status, gender, precollege assessments, and the graduate school's racial climate on academic self-concept change as students move into adulthood. Minority women consistently lag behind men in views of their academic self-concept. Higher academic self-concept was reported in graduate racial climates characterized by low trust and interaction among groups.

Hurtado, S., A. Astin, and E. Dey. 1991. "Varieties of General Education Programs: An Empirically Based Taxonomy." *Journal of General Education* 40: 133–161.
This study examined the context of three hundred college catalogs and independent student data to create a taxonomy. This analysis identified three distinctive approaches to designing a general education curriculum: (1) a true core, in which all students are required to take exactly the same courses in order to satisfy the general education requirement; (2) a major-dominated approach, in which general education requirements are determined by a student's major or area of specialization; and (3) a distributional approach, in which general education requirements are satisfied by selection from an approved list of courses organized into broad curricular groupings. The study showed that 90 percent of all undergraduates utilized the distributional approach.

Hurtado, S., and D. F. Carter. 1994. "Latino Students' Sense of Belonging in the College Community: Rethinking the Concept of Integration on Campus." Paper presented at AERA, April 1994, New Orleans.

In this study, 272 high-achieving Latino students enrolled in 127 colleges and universities in 1990 were surveyed using the Student Descriptive Survey (before college) and the 1991 and 1993 versions of the National Survey of Hispanic Students to examine their changes in attitudes, activities, and experiences. The study examined the influence of seven critical factors, namely: sense of belonging on campus, academic self-concept, cognitive mapping, managing resources, separation from family, experiencing discrimination or exclusion, and perceptions of racial and ethnic tensions on campus.

The results of the study showed that students belonging to religious organizations and the members of Greek organizations had a stronger sense of belonging on campus than did those who did not belong to these organizations. Similarly, members of religious clubs, social/community groups, and student government had a stronger sense of belonging than nonparticipants. Members of ethnic groups, however, did not have a stronger sense of belonging than those not involved in ethnic groups. The study also found that selectivity of the college had a negative effect on transition to college, that an easier transition to college had a negative effect on perceptions of a hostile campus climate, and that perceptions of a hostile climate had a negative impact on sense of belonging. Student background was related to college selectivity but unrelated to other variables.

Hurtado, S., D. F. Carter, and A. Spuler. 1996. "Latino Student Transition to College: Assessing Difficulties and Factors in Successful College Adjustment." *Research in Higher Education* 37 (2).

This study looks at factors which relate to the college adjustment of gifted Latino students using a national longitudinal study of National Merit seminfinalists. Student background accounted for the lowest part of the measures of adjustment. In contrast, campus climate, perceptions about a student-centered focus to the institution, experiences of discrimination, and faculty interaction were all related to adjustment. In looking at sources of support, resident advisors, counselors, and upper-class students played a positive role.

Hurtado, S., E. L. Dey, J. G. Trevino. 1994. "Exclusion or Self-Segregation? Interaction Across Racial/Ethnic Groups on College Campuses." Paper presented at the annual meeting of the AERA, New Orleans.

Using the 1987 freshman class and follow-up data from 1991, this study investigates patterns of interracial groups on campuses across the country as a function of demographic makeup of the campus, campus climate, institutional characteristics, and student characteristics. Results demonstrate the myth of self-segregation as it applies to students of color. White students clearly had fewer interactions across groups. The results suggest that involvement, climate, and diversity of the student body, among other factors, were all related to the level of intergroup interactions.

Hurtado, S., et al. 1994. "Latino Student Transition to College: Assessing Difficulties and Factors in Successful College Adjustment." Paper presented at Association for Institutional Research, May 1994, New Orleans.

In this study, 203 high-achieving Latino students were asked to complete the Student

Descriptive College Survey in 1991 (before attending college), the 1991 and 1993 versions of the National Survey of Hispanic Students, and the Student Adaptation to College Questionnaire (in their second year of college) to determine what factors influenced their adjustment to college. Regression analyses designed to measure the impact of student background characteristics, institutional structure, college climate, and student behavior offered that while background characteristics were unrelated to adjustment in the second year, larger institutional size and private control were positively related to adjustment. Perceptions of racism and intolerant climate were negatively related to adjustment.

Jones, D. J., and B. C. Watson. 1990. *High-Risk Students and Higher Education: Future Trends*. ASHE-ERIC Higher Education Report No. 3. Washington, D.C.: School of Education and Human Development, George Washington University.

This review of the literature examines a group of students which overlaps but is not synonymous with nontraditional students. While some nontraditional students such as reentry adults are frequently at a high risk of attrition, others are not. High-risk students include some minority students, majority students who lack adequate preparation for college, and others for whom lack of preparation, cultural differences, motivation, or competing priorities pose barriers to success. Faculty concerns about the role of underprepared students in traditional institutions within the context of institutional quality are addressed. Nonacademic factors contributing to risk such as low self-esteem, teacher attitudes, and inefficient instructional methods are explored, and policy issues relating to the need to identify and educate even the unprepared are outlined.

Journal of Developmental Education. 1994. Special Issue on Retention Programs: A Bridge to Success for At-Risk Students, vol. 17: 2–45.

This issue contains descriptions of four exemplary retention programs including the University of California–Berkeley's Summer Bridge program serving minority students targeted for admission through affirmative action programs; Rutgers University's for-credit Gateway courses designed by faculty members in ten departments for students with low scores on English and mathematics placement tests; the University of South Carolina's Freshman Seminar, a for-credit course providing orientation, skills training, and a sense of community for entering students; and Rutgers University's precollege summer programs offering on-campus residence and faculty interaction to conditionally admitted high school students.

Kayabasi, M. 1991. "Does the City College New World Civilization Course Reduce Provincialism?" Paper presented at the Annual Meeting of the Northeastern Educational Research Association.

This paper examines the extent to which students' interest in different cultures is affected by their participation in a world civilization course at the City College of the City University of New York. The researcher administered an initial questionnaire and a follow-up questionnaire to 184 first-year students. Thirteen of the participants, considered the control group, were not enrolled in the world civilization course. The questionnaire was designed to measure students' interests in, their perceptions of, and their actual knowledge about different cultures. The results of the study indicate no difference between the control group and those enrolled in the world civilization course in terms of student interest in diverse cultures. Both groups of students, those enrolled in

the course and those in the control group, showed a significant increase in interest, self-perceived knowledge, and actual knowledge from the pre-test to the post-test. The author hypothesizes that the diverse nature of the student population at City College may contribute to the students' experiences with cultural diversity and therefore their openness to the issue.

Kibble, J. E., M. A. Malmberg, and S. H. Ratwik. 1990. "Capturing the Experience of Native American Persisters: The Exit Interview Vehicle." Paper presented at the AERA, April 1990, Boston.

At Lake Superior University in 1989, interviews were held with nine American Indian students who had graduated in either 1988 or 1989 and with ten American Indian students who had attended at least one term between 1983 and 1987 but had not completed their degree. The data revealed that, in comparison to the student body as a whole, the American Indian graduates were disproportionately in the fields of business, engineering technology, legal assistant studies, and social sciences. Although the graduates indicated that financial aid had not been a problem, tuition waivers and scholarship support for books were cited as critical sources of support. The graduates' perceptions of the campus experience varied widely according to whether they were in a two- or four-year program. Family housing was cited as a crucial element, and the campus American Indian center, established in 1986, was seen as the focus of support.

Five of the ten noncompleters, in contrast to only one of the nine graduates, entered the university as special status students. In addition to being less prepared academically, the noncompleters had less clear goals, experienced more problems with the college environment, had less satisfying relationships with advisers, and made less use of campus services. Many of the noncompleters, however, had been on campus before most of the American Indian services had been instituted.

LaSure, G. E. 1993. "Ethnic Differences and the Effects of Racism on College Adjustment." Paper presented at the American Psychological Association, Toronto.

This study attempted to examine the relationship between demographics, academic and social adjustment, grade point average, racism experienced, and perceived racism at the five undergraduate Claremont Colleges in California. Respondents to the survey included 40 African Americans, 159 Asian Americans, 210 whites, 103 Latinos, and 28 "others." The results of the study indicate that significantly more African Americans experienced racism than did their Latino or Asian American counterparts and that Latinos and Asian Americans who did experience racism on campus showed poorer academic adjustment. The study also found that all underrepresented students, regardless of race, showed lower social adjustment scores than their counterparts who did not experience racism.

Lopez, G. E. 1993. "The Effect of Group Contact and Curriculum on White, Asian American, and African American Students' Attitudes." Unpublished doctoral dissertation, University of Michigan.

In a longitudinal survey of a sample of first-year students at the University of Michigan, this study investigated the impact of intergroup contact and coursework dealing with racial/ethnic issues on changes in student attitudes. While there were some group differences, in general, coursework had the most significant positive impact on increased support for educational equity. The results of intergroup contact were more mixed with

white students showing increased support for equity issues after contact. This was not as true for African American students.

Luebke, B. F., and M. E. Reilly. 1995. *Women's Studies Graduates: The First Generation*. New York: Teacher's College Press.
An in-depth study using interview methodology of the impact of women's studies programs on student outcomes. The study is particularly important in the ways in which students were studied years following graduation and were asked to comment on what they learned and gained from being in women's studies.

Maher, F. A., and M. K. T. Tetrault. 1994. *The Feminist Classroom*. New York: Basic Books.
This book represents the results of an in-depth study of feminist college professors on six college campuses using extensive interviews with faculty and students as well as observations. The book includes many reflections about what the outcomes of such coursework are and what short- and long-range impact might be obtained. The book also describes the complexity in engaging issues of diversity in the classroom.

McCain-Reid, E. 1994. "Seeds of Change: A Pilot Study of Senior Pre-Service Teachers' Responses to Issues of Diversity in One University Course." Unpublished manuscript, University of Toledo, Toledo, Ohio.
This study examined the impact on student learning of two models of instruction that were incorporated in a preservice education course. The two models were the Societal Curriculum/School Curriculum Model (SCSCM), which entailed students keeping an ongoing journal about diversity and teaching a lesson based on their observations, and the Multicultural Education Infusion Method (MEIM), in which students wrote position papers comparing their philosophy of teaching to their ideas about diversity. Participants in this study were sixteen white women who were completing their last semester of a teacher education program at a small, predominantly white university in Ohio. Respondents were surveyed at the beginning of the class to determine their attitudes about multicultural education and other issues of diversity. Despite previous exposure to diversity issues through coursework at the university, students generally demonstrated low levels of sophistication and experience regarding human diversity. As the course and the study progressed, students appeared to understand the concept of multicultural education but also to have difficulty incorporating its themes into their assignments. Positive changes in attitudes did begin to occur, which suggests the usefulness of these approaches.

Moore, T. L., and C. Reeves-Kazelskis. 1992. "Effects of Formal Instruction on Preservice Teachers' Beliefs about Multicultural Education." Paper presented at the annual meeting of the Mid-South Educational Research Association, November 1992, Knoxville, Tenn.
This study used a pre-test/post-test design to determine the extent to which formal instruction on the topic of multicultural education produces changes in preservice teachers' beliefs about basic concepts related to the topic. In this case, formal instruction consisted of five hours of lecture and dialogue between two professors of different racial backgrounds. The sample consisted of thirty-one white female preservice teachers enrolled in two sections of a practicum course in early childhood education. The preser-

vice teachers received the instruction in three sessions. Prior to the first lecture session and six weeks after the last one, the education majors responded to the Survey of Multicultural Education Concepts (SMEC). The SMEC is a likert scale survey designed to assess beliefs and attitudes about multicultural education with items representing racism, sexism, stereotyping, linguistic views, special holidays, and educational practices. According to this study, preservice teachers did change their beliefs and attitudes during the seven weeks of the study. The authors, therefore, conclude that formal instruction may be used to change some of the beliefs held by preservice teachers about cultural diversity.

Mount Saint Mary's College. 1995. *Many Voices*. The Newsletter of Mount Saint Mary's Multicultural Advisory Council 4 (2).

The college is involved now in actively assessing goals for student outcomes related to diversity. Through campus surveys, students are asked to evaluate what they have learned and experiences they have had. Results of the assessment are published in Voices, the newsletter of Mount Saint Mary's Multicultural Advisory Council. In addition, the results are being tracked for all classes over a period of years. These results are also being linked to the many changes on campus, in the curriculum, and in a new freshman seminar which focuses on negotiation, conflict management, and organizational analysis skills. As a result of these new seminars, students of all backgrounds report increased abilities to negotiate a variety of skills related to functioning in a diverse society. The students also relate these increased abilities to a variety of other efforts at Mount Saint Mary's College.

Musil, C., ed. 1992. *The Courage to Question: Women's Studies and Student Learning*. Washington, D.C.: Association of American Colleges.

This book includes case studies of ten women's studies programs that were included as part of a FIPSE-funded assessment project. These institutions represent the diversity of higher education, including public and private; large and small; urban, suburban, and rural; coeducational and single-sex; research universities and liberal arts colleges; as well as geographic diversity. The sites also included diverse student populations in terms of race/ethnicity, gender composition, social class, and age. A national assessment team was created to work closely with the seven women's studies programs and function as an advisory board to the project director. Each institution, with the assistance of the assessment team, determined the learning goals and the assessment plan for evaluating the extent to which the programs achieved their learning goals. The different campuses employed a variety of assessment techniques to analyze the impact of the women's studies programs. The purpose of the study was to determine in a systematic way what is working and also, what about women's studies seems, according to undergraduate students, to make that experience distinctive and meaningful. In general, results indicate that women's studies programs have succeeded in engaging students intellectually and personally. In terms of the issue of diversity, all seven participating women's studies programs articulated diversity as an important learning goal. The success of the participating institutions was uneven. For example, among students at Hunter College, both white women and women of color attested to the impact the program had on their thinking, participation, and relations with other people. It is asserted that the analytical framework for understanding differences followed by women's studies programs could offer promising models as well as evidence of success in engaging students in multicultural learning.

Musil, C., M. García, Y. Moses, and D. Smith. 1995. *Diversity in Higher Education: A Work in Progress*. Washington, D.C.: Association of American Colleges and Universities.
This evaluation report is an effort to capture some of the central lessons learned from nineteen residential colleges that received Ford Foundation grants in the foundation's Campus Diversity Initiative. Although the results of Ford-funded diversity projects were positive, very few developed or implemented assessments. This report is divided into six sections and features an analysis of institutional innovations and how initiatives become institutionalized and examines implications for the future generation of diversity projects.

National Center for Teaching and Learning Assessment. 1995. *Realizing the Potential: Improving Postsecondary Teaching and Learning and Assessment*. University Park, Pa.: National Center for Teaching and Learning Assessment.
This report includes the results of a study of fourteen predominantly public, urban and commuting institutions. Using case studies, the researchers studied organizational structures, policies, and practices focusing, in part, on the implications for teaching, learning, and assessment.

Nelson, L., et al. 1994. *The Effects of Participation in an Intergroup Communication Program: An Assessment of Shippensburg University's Building Bridges Program*. Technical Report. (ERIC Document ED370152).
This study evaluates the impact of a program designed to facilitate communication and understanding among college students from diverse backgrounds. Discussions were included in courses on relevant topics and led by trained student facilitators. Following the program, a telephone survey was conducted, asking about racial attitudes from students in the program and a control group. Results suggest that the white students were more optimistic about intergroup understanding, more comfortable interacting with minority students, and more aware of racial issues.

Nesbitt, L., et al. 1994. "On Racial Sensitivity Training for College Freshman: A Survey of Institutional Opinions and Practices." *Journal of Blacks in Higher Education* (spring): 77–79.
A group of educators was asked their opinions on racial sensitivity programs among college freshmen. Some argued that these programs increase racial sensitivity and tolerance. Others suggested that they may heighten awareness of racial differences.

Nettles, M., ed. 1990. "The Effect of Assessment on Minority Student Participation." *New Directions for Institutional Research*, no. 65. San Francisco: Jossey-Bass.
This monograph includes seven chapters discussing varying aspects of assessment issues as they relate to minority students from assessing admissions to graduate education.

Nettles, M., and C. Hudgins. 1995. *An Evaluation of Philip Morris Companies, Inc. Tolerance on Campus: Establishing Common Ground*. Colby College, Northern Illinois University.
These reports were produced for the evaluation component of the Philip Morris Initiative, Tolerance on Campus: Establishing Common Ground. The diversity initiative was launched in 1992 with an investment of $1.2 million and the evaluation was executed both to assist Philip Morris in measuring the effectiveness of the initiative and to de-

termine the outcomes of the variety of interventions at the eleven institutions evaluated. The evaluations were conducted using a seven-step multidimensional approach that included two-day site visits and analysis of qualitative and quantitative data provided by the institutions. Results of both programs proved positive and are described in the context of each report.

Nettles, M., R. A. Thoeny, and E. J. Gosman. 1986. "Comparative and Predictive Analysis of Black and White Students' College Achievement and Experiences." *Journal of Higher Education* 57: 289–318.

A study of over four thousand African American and white students at thirty campuses investigating differences in college performance, differences in predictors of success, and factors in the college experience which affect success differently for the two groups of students. In addition to finding a role for traditional academic indicators, the analysis revealed an important role for nonacademic predictors such as living on campus, being involved, and, for African American students, being in a racial majority.

Nora, A. 1987. "Determinants of Retention among Chicano College Students: A Structural Model." *Research in Higher Education* 26 (1).

This study tested a modified version of Tinto's student attrition model on a Latino student population in two-year colleges. Structural equation modeling and LISREL VI were used to examine the parameter estimates of the structural and measurement of the causal model. Measures of goodness of fit were examined to provide indices of the overall fit of the causal model in the study. The measurement and structural models were found to represent a plausible causal model of student retention among Latino students. Although the measurements used in assessing the fit of the model reflected the overall strength of the hypothesized model, the present study was not entirely supportive of Tinto's model. The findings were only minimally supportive of the hypothesized relationship between measures of academic integration and retention. The results indicated that the hypothesized relationship between measures of social integration could not be substantiated. Moreover, measures of initial commitments were found to have a significantly large direct effect on the dependent variable, retention.

———. 1990. "Campus-Based Aid Programs as Determinants of Retention among Hispanic Community College Students." *Journal of Higher Education* 61 (3).

A modified version of Tinto's attrition model was tested on Latino students to determine its applicability to this population. Results of the study indicated that the hypothesized relationship between measures of social integration could not be entirely substantiated, that the relationship between academic integration and the dependent variable, retention, was questionable, and that initial commitments were found to have a significant effect on retention.

———. 1993. "Two-Year Colleges and Minority Students' Educational Aspirations: Help or Hindrance?" In vol. 9 of *Higher Education: Handbook of Theory and Research*. New York: Agathon Press.

This study presents a review of the literature on minorities and community colleges that focuses on studies that are theoretically or literature based. The study also includes a listing of some of the factors from the literature that have been found to be associated with minority retention and corresponding to persistence-related intervention strategies.

Nora, A., L. Hagedorn, A. Cabrera, and E. Pascarella. 1994. "Differential Impacts of Academic and Social Experiences on College-Related Behavioral Outcomes across Different Ethnic and Gender Groups at Four-Year Institutions." Paper presented at the annual meeting of the AERA, New Orleans.

Twenty-six two-year and four-year, private and public, commuter and residential colleges were asked to participate in this study which attempts to examine the cognitive, affective, and environmental factors that influenced persistence. Thirty-nine hundred students filled out four instruments designed to collect data. Results indicated that academic achievement and persistence are strongly related to each other and suggest that tutoring, study groups, and academic counseling are perhaps the most useful interventions. For minority students, dropping out was strongly associated with family responsibilities and working off campus, factors which were not negated by strong peer and faculty relationships or academic experiences. For women, however, faculty mentoring and nonclassroom interaction with faculty proved to have a significant positive impact on persistence.

North Dakota State University. 1995. *Our Strategic Plan to Enhance Pluralism at North Dakota State University*. Parts 1 and 2.

These two reports present a vision and an action plan to enhance diversity and pluralism in the years 1995–1997. Includes an analysis of campus and community interaction, campus vision and awareness of diversity, a profile of students and faculty, and a discussion of curricular and instructional revitalization. Part two discusses a plan of action to realize the vision articulated in part one, highlighting the specific plans for each academic and support department in the institution.

Nottingham, C. R., D. H. Rosen, and C. Parks. 1992. "Psychological Well-Being among African American University Students." *Journal of College Student Development* 33: 356–62.

This study examines the differences in psychological well-being between African American students at a predominantly African American university (PAAU) and at a predominantly white university (PWU). Students completed a variety of scales and inventories, and, after controlling for socioeconomic status, the study showed that no significant differences between students at the PWU and PAAU existed in measures of hopelessness, suicidal ideation, alienation, meaninglessness, powerlessness, and depression. However, students at the PAAU showed higher positive and total stress scores than did PWU students, and PWU students scored higher in the Immersion-Emersion racial identity. Analyses also showed that stronger feelings of alienation were associated with depressive symptoms, higher levels of hopelessness, and lower self-esteem, and higher pre-encounter racial identity scores. Students enrolled at the PWU reported less adequate information about African American subjects available on campus, higher levels of isolation, and higher levels of ethnocentrism.

Office of Academic Multicultural Initiatives. 1994. "The Michigan Study Project." Unpublished paper. Ann Arbor: University of Michigan.

The Michigan study began in 1990 to undertake a comprehensive study of the impact of the university's multicultural and diversity efforts. The major element is a longitudinal study of the class of 1994 (undergraduate). Survey data each year was complemented by interviews. The initial findings describe the expectations and experiences of students

from a variety of backgrounds as they go through the university. While the full results are not yet available, preliminary results highlight the differing perceptions students have about diversity initiatives but also point to the potential impact that curricular efforts to educate students on diversity have on student attitudes and understandings of equity issues in society.

Olivas, M. A. 1993. "The Attack on Affirmative Action: Lives in Parallel Universes." *Change* (March/April).

This essay, which is based on a longer law journal article, places conservative attacks on affirmative action in the context of the history of racial discrimination which affirmative action was intended to remedy. The author, a professor of law, provides a brief overview of the major court cases which brought about desegregation in higher education and addresses issues related to the use of standardized test scores in admissions decisions at law schools and other types of institutions.

Ortiz, A. M. 1995. "Promoting Racial Understanding in College Students: A Study of Educational and Developmental Interventions." Paper to be presented at the annual meeting of the Association for the Study of Higher Education, Orlando, Fla.

Qualitative methods, including semi-structured interviews and participant observation, were used to explore the educational interventions successful in promoting racial understanding in the group of college students studied. The study focuses on the cognitive developmental differences in the effectiveness of activities and interventions. Findings indicate that the influence of informal peer interaction and peer-led discussions in class were effective for all students, but especially for first-year students who preferred this as their primary vehicle for learning about multicultural issues. Fourth-year students found that instructor-led discussions and activities were most effective for them and supported and preferred instructors playing a large role in the educational interventions. Supplemental and required readings were also found to be highly effective in promoting racial understanding in these students. The results of this study also show students with prior experiences with discrimination and racism have much higher expectations for educational interventions, trainers, and instructors. They found that their peers were better sources of information than instructors or trainers. The evidence generally supported the notion that the development of racial understanding mimics an established framework of cognitive development in college students, with the exception of the surprising finding that senior-level students preferred instructor-led activities. Although the study is exploratory, it does offer insight into the delicate nature of delivering educational interventions in the area of multiculturalism and diversity.

Pascarella, E. T., M. Edison, A. Nora, L. Hagedorn, and P. Terenzini. In press. "Influences on Students' Openness to Diversity and Challenge in the First Year of College." *Journal of College Student Development*.

This multi-institutional study sought to determine the factors influencing students' openness to diversity and challenge during the first year of college. Controlling for student background characteristics and other confounding influences, a nondiscriminatory racial environment, on-campus residence, participation in a racial or cultural awareness workshop, and extent of involvement with diverse peers had positive effects on openness to diversity/challenge. Conversely, Greek affiliation had a negative effect.

Pascarella, E. T., and P. T. Terenzini. 1991. *How College Affects Students*. San Francisco: Jossey-Bass.
A major review of the literature which summarizes twenty years of research on the impact of college on students. The volume also includes discussion of methodological issues in approaching this complex question.

Pascarella, E. T., E. Whitt, A. Nora, M. Edison, L. Hagedorn, and P. Terenzini. 1996. "What Have We Learned From the First Year of the National Study of Student Learning?" *Journal of College Student Development* 37 (March/April): 182–192.
This article summarizes some of the major findings from the first year of the federally funded National Study of Student Learning, discussing the implications of those findings for higher education policy and practice. Eighteen four-year and five two-year postsecondary institutions participated, yielding a sample of 3,840 students from which data was gathered in 1992; 2,685 students participated in a follow-up study in 1993. Results of the survey indicate that racial or cultural awareness workshops can foster students openness to cultural, racial, and value diversity. Other findings offered that openness to diversity and challenge was positively influenced by a nondiscriminatory racial environment. This suggests that institutions can facilitate student growth on this dimension.

Pence, D. 1992. "A Women's Studies Course: Its Impact on Women's Attitudes Toward Men and Masculinity." *National Women's Studies Association Journal* 4: 321–335.
This article starts with the premise that few men enroll in women's studies courses. The author hypothesizes that men fail to take these courses either because they lack interest in the topic or because, as is widely believed, women do not want men in these classes. To ascertain whether women students in women's studies courses are hostile toward men, the researcher designed a study to measure how women's attitudes toward men differ among those enrolled in an introduction to women's studies course, those enrolled in an introduction to African American studies course, and those enrolled in an introductory sociology course. The results of the study indicate that attitudes toward men improved for the women in the women's studies course. In fact, attitude change in a positive direction was greatest for women in the women's studies course as compared to the women in the two control courses. Based on these data, the author concludes that women's studies courses are falsely perceived as hostile toward men and may, in fact, help women to better understand and appreciate men.

Rembert, W. L., S. L. Calvert, and J. A. Watson. 1986. "Effects of an Academic Summer Camp Experience on Black Students' High School Scholastic Performance and Subsequent College Attendance Decisions." *College Student Journal* (winter): 374–384.
The effectiveness of a summer camp for academic development on the performance of African American high school students was tested at Winthrop College in South Carolina by matching eighty-seven students who attended the camp with a control group of fifty-five students who did not attend. The Comprehensive Test of Basic Skills (CTBS) was completed by both groups, and the experimental group completed the Woodcock-Johnson Psycho-Educational Achievement and Interest Tests.

Analysis of variance revealed that the experimental-group students scored higher on all CTBS measures than did the control group. No gender differences were found among the experimental-group students on either the CTBS or the Woodcock-Johnson tests.

Of the students who had graduated from high school, more than twice as many of the experimental-group students as the control-group students enrolled in college, and 61 percent of the experimental-group students versus 16 percent of the control-group students enrolled in predominantly white institutions. Among high school seniors, more of the experimental group students than of the control group students planned to enroll in college (71 versus 61 percent) and planned to enroll in a predominantly white institution (51 versus 33 percent).

Rice, R. L. 1991. "An Intervention Program for Older-than-Average Students." *Journal of College Student Personnel* 32.

This brief report discusses a simple program to help students who might not otherwise do so feel connected with the institution. Volunteers contacted older students by telephone at key points during the semester to check on their progress, remind them of important deadlines, and find out if they had any questions. Students who were contacted in this way reported feeling less isolated and more a part of the institution.

Richardson, R. C., Jr. 1989. "Changing Organizational Culture to Accommodate Student Diversity." Paper read at Society for College and University Planning, Denver, Colo.

Ten public universities in eight states served as case studies for an analysis of the effect of state policy, institutional mission, and organizational culture on the achievement of African American, Latino, and American Indian students. Open-ended interviews were conducted with several individuals (e.g., the president, deans, student affairs staff members, and faculty members) at each institution and with a total of 108 African American, Latino, and American Indian graduates of the ten universities. Interviews were also conducted with representatives of state governing and/or coordinating boards and personnel of public schools, community colleges, and community-based programs in communities in which the ten universities were located. From these interviews, a model of institutional adaptation to student diversity was developed that included the state policy environment, institutional mission, and organizational climate.

The universities were at one of three stages in improving equity outcomes: an emphasis on increasing student diversity carried out mostly by the student affairs staff, an attempt to cope with the high attrition rates and dissatisfaction produced in the first stage, and a fundamental shift in the organizational culture brought about with intensive faculty involvement. Moving institutions through these three stages requires strong leadership and action in the areas of strategic planning, coordination and control of implementation activities, articulation with community colleges, hiring and tenure procedures, faculty rewards and incentives, student recruitment, and cultural awareness.

———. 1991. *Promoting Fair College Outcomes: Learning from the Experiences of the Past Decade*. Denver: Education Commission of the States.

Case studies of ten public colleges and universities with good records for graduating African Americans, Latinos, or American Indians were used to develop a survey containing thirty-six state and sixty-eight institutional practices associated with high or improved equity outcomes during the 1980s. Ten states and all of the 142 public four-year institutions responded to the survey, providing information about the intensity and duration of these practices between 1980 and 1988. States and institutions also provided participation and graduation rates for the racial and ethnic groups they served.

Differences in institutional practices explained much of why some institutions got better results than others. The outcomes achieved by some of the public institutions within the ten states, as well as the way that administrative commitment and strategic planning offset the negative consequences of state quality initiatives, demonstrated clearly that diversity and quality need not be pursued as mutually exclusive objectives. Given a supportive state climate, institutions can attain both through committed leadership and systematic interventions.

Richardson, R. C., Jr., H. Simmons, and A. de los Santos. 1987. "Graduating Minority Students: Lessons from Ten Success Stories." *Change* 19 (3): 20–27.

This federally funded study provides a look at the practices of ten public universities that have records for awarding degrees to one or more of three underrepresented minority groups in higher education. The results of the first year of this two-and-a-half-year study have been completed, including site visits to the institutions and their ten respective state capitals, and feature preliminary observations about the lessons that might be learned from their experiences of struggling with the issue of minority degree achievement. The article describes factors and strategies used by the ten institutions that promote success.

Richardson, R. C., Jr., and E. F. Skinner. 1989. "Adapting to Diversity: Organizational Influences on Student Achievement." Paper presented at the AERA, March 1989, San Francisco.

The experiences of ten public universities that had positive records for enrolling African American, Latino, or American Indian students support an adaptation model as the most useful approach to understanding successful efforts to accommodate a more diverse student body without relinquishing traditionally held values related to quality. In this model, the state policy environment, institutional mission and practices, and the dimensions of student diversity all play a part. For example, a ranking of the colleges according to their success in both enrolling and graduating minority students is fairly similar to the ranking of the states in the amount of influence they exert on minority participation and degree achievement.

Institutional interventions by the central administration, academic affairs, and student affairs are all a part of the organizational culture that affects student diversity and achievement. Minority students are more likely to enroll if they have adequate preparation, both in terms of expectations about higher education and experiences similar to college going, and if they believe higher education will be helpful in achieving desired adult roles. Their progress will be affected whether or not they follow traditional full-time patterns of college attendance and whether they enter college with adult roles and responsibilities.

If universities are to achieve both quality and diversity, they must consider a complex set of factors that includes their historical relationship with the minority populations they serve, interventions focused on changing students or buffering them from adverse institutional practices are not sufficient; instead, a modification of internal environments to facilitate achievement by diverse learners is required.

———. 1991. *Achieving Quality and Diversity: Universities in a Multicultural Society*. New York: American Council on Education/Macmillan Publishing.

Much of the research on institutions which have been successful with diverse student

populations has focused on relatively small residential institutions. This book examines ten relatively large, historically white, commuter state colleges and universities which have been identified as successful in graduating African American, Latino and/or American Indian students at rates which exceed state and national averages. The ten undisguised case studies are reviewed within a framework of access and quality issues, institutional adaptation to external pressures for improved diversity and an overview of state- and system-level influences working on the institution. The process of institutional change in each profiled institution is examined through the roles of student affairs in providing a supportive environment; academic affairs in modifying the learning environment; central administration in planning, coordinating, and monitoring adaptation; and state coordinating and governing boards in establishing policy conducive to quality and diversity. The work is particularly useful as a study of institutional change within the context of the types of institutions—publicly supported comprehensive universities—which enroll the largest numbers of students from the target groups.

Ripon College. 1995. Informal communication, information available from the dean of faculty, Ripon College, Ripon, Wis.

With the assistance of external funding, Ripon College and Fisk University recently held a conference entitled "Talking about Race as an American Experience." The colleges entered this dialogue based on their similarities—small student bodies, adherence to a liberal arts tradition, and historical roots in the Congregational Church—and their difference based on the primarily white tradition at Ripon and African American tradition at Fisk. The preparation for the conference included readings and a survey about racial and other attitudes. The survey revealed the vastly different ways the two communities view race. White Ripon students tended not to think of race when thinking about themselves in relation to others, whereas Fisk students considered race first. These data provided important information for the conversations that followed. Evaluations of the conference and its impact on participants were quite positive, and further Fisk and Ripon efforts are being planned.

Robbins, S., and L. Smith. 1993. "Enhancement Programs for Entering University Minority and Majority Freshman." *Journal of Counseling and Development* 71 (5): 510–13.

In this study, the authors evaluated the effects of two enhancement programs for minority and white entering freshmen. The sample comprised 175 students who filled out pre-test and post-test questionnaires. Results indicated that minorities had greater satisfaction ratings and awareness of individual differences. Students showed improved adjustment regardless of treatment condition, suggesting comparable effects for a ten-week classroom-structured adjustment program.

Rocha, R., and T. Crowley. 1991. *Special Admissions Programs: Survey of Attitudes of Students Attending a Highly Selective College*. Research report. Geneseo: State University of New York.

This report presents the results of a student survey of attitudes toward special programs and policies designed to recruit and retain minority students at the State University of New York–Geneseo campus. A fourteen-item forced-choice questionnaire was distributed to three class sections of political science and one class section of education; the total sample size was one hundred. Results of the survey indicated that the majority of

students surveyed did not favor the college's effort and special admissions programs to recruit and retain minority students.

Rose, M. 1989. *Lives on the Boundary: The Struggles and Achievements of America's Underprepared*. New York: The Free Press.
This highly personal work explores the lives, struggles, and successes of underprepared students in American higher education through the use of case studies and autobiography. The author himself qualifies as a case study for this work, progressing from the "vocational" track in high school to a faculty position at UCLA. Various contexts are described in which underprepared students come to grips with the demands placed on them by higher education, particularly in the area of writing. The most successful is one in which the students are in constant close contact with teachers and tutors, and in which they have the freedom to make mistakes and explore and express their ideas—a sort of "honors college for the underprepared."

Sandoval, P. 1990. "The Evaluation of Minority/Disadvantaged Programs in a State University Program." Paper presented at the annual meeting of the AERA, April 1990, Boston.
This paper presents a description of the methodologies and implementation of minority/disadvantaged (m/d) program evaluation across institutions in a large state university system. The ultimate purpose of m/d evaluation is to enhance the success of institutions in recruiting, retaining, and graduating students from underrepresented groups in public colleges in Wisconsin.

The implementation of these evaluations occurred at the University of Wisconsin system's thirteen universities, whose total enrollment in 1988 was 162,330. Although the m/d evaluation was able to provide evidence that enrollment of underrepresented students has increased, few efforts have been made by the system to compare past retention to current retention rates. Several institutions have reported success with state-funded tutorial programs and projects designed to retain minority students. The paper offers recommendations for improving the evaluation methodology.

Schoem, D., L. Frankel, X. Zuniga, and E. Lewis, eds. 1995. *Multicultural Teaching in the University*. Westport, Conn.: Praeger.
This is an edited volume of twenty-seven chapters dealing with various kinds of courses on multicultural teaching. Sections focus on intergroup relations, racism, sexism and diversity, general courses, teacher training, and classroom exercises. A number of the chapters give voice to students as they go through the process and reflect on what they have learned.

Sedlacek, W. 1993. *Issues in Advancing Diversity through Assessment*. Research Report no. 5–93. College Park: Counseling Center, University of Maryland.
This report discusses five problems relating to diversity that exist in the counseling and personnel professions. A discussion of how those concerned with assessment can address each problem is presented, as are overall suggestions for change, such as joint training programs and projects among professional groups.

———. 1995. *Improving Racial and Ethnic Diversity and Campus Climate at Four-Year Independent Midwest Colleges: An Evaluation Report of the Lilly Endowment Grant Program*. College Park: University of Maryland.

This evaluation was designed to encourage and assist institutions to successfully retain minority students for the full course of the baccalaureate degree by ensuring that these students graduate in greater numbers with a higher degree of fulfillment from the college experience and with more postgraduate career options open to them. The specific focus of the report, covering thirty institutions, was to identify elements of programs which seem to work and those that did not.

Several direct and indirect changes on campus are directly attributable to the Lilly initiative, including course revisions, changes in curriculum and library materials, hiring of nontraditional faculty and staff members, greater involvement of administration and trustees in diversity issues, ability to train faculty and students on diversity issues, and increased awareness of diversity issues.

Shapiro, J. P. 1988. "Participatory Evaluation: Towards a Transformation of Assessment for Women's Studies Programs and Projects." *Educational Evaluation and Policy Analysis* 10: 191–199.

A look at using more varied and nontraditional approaches to assessment.

Sharma, M. P., and J. S. Mulka. 1993. "The Impact of International Education upon United States Students in Comparative Perspective." Paper presented at the Annual Conference of the Comparative and International Education Society, March 1993, Kingston, Jamaica.

This study was designed to answer two research questions: (1) Does on-campus population density of international students have an impact on U.S. students' international attitudes? and (2) Does the involvement of the university in study-abroad programs have an impact on U.S. students' international attitudes? To answer these questions, researchers randomly surveyed U.S. students at six American universities that were identified as having different densities of international students and different levels of involvement in study-abroad programs. An instrument was developed which evaluated student attitudes in seven areas including cultural pluralism, world-mindedness, international career aspirations, and political liberalism. The forty-two-item questionnaire was distributed to twenty-four hundred students, with a response rate of 45 percent (n=1,065). In general, the results indicate that the higher the interaction level with international students, the more positive the attitudes of U.S. students were regarding the areas being measured.

Su, A. P., and D. Mosher. 1994. "Perception of Multicultural Concepts by Preservice Teachers in Two Institutions." Paper presented at the annual meeting of the Association of Teacher Educators, February 1994, Atlanta.

This paper presents the results of a study of preservice teachers' perceived beliefs about cultural sensitivity, prejudices, and multicultural education at two universities. The study participants included forty-five students enrolled in teaching methods courses at California State University–Northridge and Pacific Lutheran University. The methods course did not directly deal with multicultural concepts, although the students conducted field site visits in "diverse" educational settings during the semester being studied. All participants had previously taken coursework that included elements of multicultural education. In general, respondents at both institutions indicated a high degree of cultural sensitivity in both pre- and post-administration of the survey. In fact, there was no significant change between pre- and post-measures. In general, respondents were

very positive about multicultural education, indicating that it is a vehicle to learn about, respect, and accept all cultures. Respondents conceptualized multicultural education partly as a reformative and partly as an additive process.

Smith, D. G. 1989. *The Challenge of Diversity: Involvement or Alienation in the Academy?* ASHE-ERIC Higher Education Report No. 5. Washington, D.C.: School of Education and Human Development, George Washington University.

This monograph provides a good introduction to the study of diversity in higher education. Beginning with a description of the current state of enrollments, graduation rates, and campus climate and a review of theoretical perspectives which may be useful, Smith examines patterns which emerge from studies of institutions which have been labeled successful. The organizational implications of diversity are examined, suggesting that successful institutional organization for diversity goes beyond simply making accommodations for students to reframing the basic questions institutions ask themselves about mission, values, dealing with conflict, and what constitutes institutional quality.

———. 1990. "Women's Colleges and Coed Colleges: Is there a Difference for Women?" *Journal of Higher Education* 61 (2).

Smith analyzed data from the Cooperative Institutional Research Project of 1982 and a follow-up survey to compare responses of women who attended women's colleges and women who attended coeducational colleges on the degree to which they perceived they had changed over four years, their satisfaction with the institution, their educational aspirations, and their perception of institutional goals and values. Regression analysis suggests that women who attended women's colleges rated their institutions more positively on measures of academic program and contact with faculty and administration, as well as perceived changes in values of tolerance and cultural awareness. Persistence to graduation was also higher. Social life was rated lower, however. Implications of the study for a theory of involvement in education as a crucial element in student success are discussed.

Smith, D. G., L. E. Wolf, and T. Levitan, eds. 1994. "Studying Diversity in Higher Education" *New Directions for Institutional Research* (81). San Francisco: Jossey-Bass.

The seven chapters in this volume examine the issue of studying diversity from the point of view of the practicing institutional researcher. The introduction by the editors outlines basic issues in studying diversity on campus. This is followed by two chapters focusing on theoretical issues underlying diversity assessments. Yolanda Moses addresses the issue of the perceived conflict between diversity and institutional excellence, arguing that traditional definitions of excellence are narrow and exclusionary. Antonia Darder makes a case for institutional research as a tool for cultural democracy by explicitly recognizing issues of culture and power. Three chapters on methodology follow. Henry Ingle describes a portfolio system of assessment. Penny Edgert describes the California Postsecondary Education studies cited elsewhere in this paper, and Marsha Hirano-Nakanishi describes a way of framing studies of diversity within the Total Quality Management model. A chapter by the editors on resources, both print and electronic, available to researchers completes the work.

Smith, D. G., L. E. Wolf, and D. E. Morrison. 1995. "Paths to Success: Factors Related

to the Impact of Women's Colleges." *Journal of Higher Education* 66 (3).
This study updates and expands Smith's (1990) analysis of CIRP data for women at women's colleges and private coeducational institutions. Using multiple regression and path analysis with data from the 1986 entry and 1990 follow up of the CIRP, the authors developed a five-stage causal model predicting level of academic and extracurricular involvement from institutional gender, student perceptions of institutional priorities, and background characteristics. A final stage of the model considers the impact of the variables listed above on a number of goal and outcome variables. The most significant result of the regression analysis was the positive impact attendance at a women's college has on student success. The path analysis indicated that while institutional gender is not a direct predictor of the outcomes of interest, the indirect effects are significant. The findings are discussed in terms of the indirect effects' role in the differential campus climate between women's colleges and private, four-year coeducational colleges.

Smith, K. M. 1992. "Gender Differences and the Impact of College on White Students' Racial Attitudes." Unpublished doctoral dissertation, the University of Michigan.
A longitudinal study of 485 white students during their first year at a major university found that male attitudes toward policies such as affirmative action grew more negative while women's attitudes grew more positive. While the men were more influenced by perceptions about the campus climate, the women were influenced by course experiences and their own cognitive understanding of the issues.

Southern Education Foundation. 1995. *Report of the Panel on Educational Opportunity and Postsecondary Desegregation*. Atlanta: Southern Education Foundation.
This multi-institutional, multi-state analysis reviews the efforts of twelve formerly segregated states examined by the Southern Education Foundation to demonstrate an acceptable level of success in desegregating their higher education systems. The study presents descriptions of these efforts and model programs used by institutions to improve access, retention, and graduation of minorities in each state, and includes implications and recommendations for the future.

Sparks, W. G., and M. E. Verner. 1993. "Intervention Strategies in Multicultural Education: A Comparison of Pre-Service Model." Unpublished manuscript. Illinois State University, Normal, Ill.
In an attempt to compare the effects of two multicultural education intervention strategies (an integrated model and a subject-specific model), researchers measured the knowledge and attitudes of preservice teacher education students (n=228) in both a classroom and a field-based setting. The study took place at a regional, public university in Illinois. The goal of this research is to determine specific interventions to successfully reduce prejudicial attitudes and increase multicultural knowledge of preservice teachers. The integration model is offered as an elective to most education majors at the institution. It includes an entry-level course that deals with the broad issues of multicultural education, followed by a field-experience course that places the students in different communities. The subject-specific model also entails a two-course sequence. However, it is designed specifically for physical education majors. As such, the first course provides an overview of selected historical and cultural concepts and their relation to physical education. The second course is a discipline-based field experience that allows the preservice physical education students to apply concepts in a field-based set-

ting. The researchers administered a pre- and post-test assessment about students' knowledge and understanding of multicultural issues. The results indicate that students who were exposed to both methods of multicultural education through coursework increased their level of multicultural understanding. However, exposure to multicultural issues through fieldwork was not particularly effective in helping the preservice teachers to gain a higher multicultural tolerance level.

Springer, L., B. Palmer, P. T. Terenzini, E. T. Pascarella, and A. Nora. 1995. "Participation in a Racial or Cultural Awareness Workshop and Attitudes toward Diversity on Campus." Paper presented at the meeting of the Association for the Study of Higher Education, Orlando, Fla.

A longitudinal study of 1,082 white undergraduates at twenty colleges and universities across the United States indicated that women started college with more favorable attitudes toward diversity on campus than men. Similarly, students in liberal majors, such as the social sciences, started college with more favorable attitudes than students in relatively conservative majors, such as the physical sciences. Students in conservative majors were less likely to participate in a racial or cultural awareness workshop, but they, as well as other students surveyed, developed more favorable attitudes toward diversity on campus as a result of participating.

Stake, J. E., and M. A. Gerner. 1987. "The Women's Studies Experience: Personal and Professional Goals for Women and Men. *Psychology of Women Quarterly* 11: 277–284.

Using a pre/post test paradigm, researchers studied the impact of enrolling in an introductory women's studies course for both male and female students. This study utilized a self-esteem scale as well as a survey addressing educational and job certainty and motivation. The results of a bivariate analysis indicate that both men and women students in the women's studies courses demonstrated greater gains in self-esteem and in job motivation and job certainty when compared to a control group. The study demonstrates the positive impact of women's studies courses for both women and men students.

Stark, J., and A. Thomas, eds. 1994. *Assessment, Program Evaluation*. ASHE Reader Series. New York: Simon and Schuster.

This reader on the topic of program evaluation and assessment provides over forty classic articles on these topics from a variety of different perspectives. It covers many of the basic and methodological issues in evaluating impact and assessing student outcomes.

Stassen, M. L. A. 1995. "White Faculty Members and Racial Diversity: A Theory and Its Implications." *Review of Higher Education* 18 (4).

This paper presents a theory, based on an extensive review of the literature, of white faculty members' ambivalent attitudes toward diversity. These ambivalent racial attitudes are conceptualized as stemming from socialized beliefs and cognitive processing tendencies. These tendencies are activated in a particular context, which has attitude activation effects and normative influence effects. The result of these effects on the faculty members' tendencies will result in particular behaviors in support of or in opposition to diversity. There is an extensive discussion of the role these attitudes play in the success or failure of interventions institutions may take to improve the campus climate for diversity.

Steele, C. 1995. "Twenty-First-Century Program and Stereotype Vulnerability." Unpublished study and program, Stanford University, Calif.

Claude Steele, a social psychologist at Stanford, has done experimental studies in which he has forcefully demonstrated that vulnerability to stereotypes is a major factor in academic achievement. In his studies he has consistently shown that the distraction and apprehension that comes from stereotype vulnerability can have a measurable effect on African American standardized test performance. He has shown similar results for white women in mathematics. The fear of being stereotyped is so "self threatening" that it has negative consequences for performance. From these strong research results, he worked to develop a freshman transition program at the University of Michigan in which students from a variety of backgrounds are introduced to the campus through honors coursework, workshops, discussions, public service, etc. After four years, the racial gap in grades had been eliminated and comparisons to randomized control groups were very positive.

St. John, E. P. 1991. "The Impact of Student Financial Aid: A Review of Recent Research." *Journal of Student Financial Aid* 21 (1).

The role of student financial assistance in access and retention issues, particularly for first-generation college students, is widely acknowledged but seldom studied at the national level. This literature review, focusing on research from the mid- to late-1980s, looks at econometric studies of the effects of student aid in a number of areas including access, choice of school, persistence, choice of major, and returns to education. Not surprisingly, the research supports the concept that student financial assistance has a positive impact on access to and persistence in higher education, and broadening the range of institutions students consider. A major theme of this review is the effect the shift in student financial aid from grants to loans during the decade of the 1980s will have on the demonstrated benefits of student aid. Increased proportions of loan aid relative to grants has been found to negatively influence students' decisions to attend college, to persist, and to choose among a wide range of institutions.

Stoecker, J., E. Pascarella, and L. Wolfe. 1988. "Persistence in Higher Education: A Nine-Year Test of a Theoretical Model." *Journal of College Student Development* 29: 196–209.

A national, nine-year multi-institutional study supports Tinto's model of persistence–withdrawal process and suggests that the most important determinants of persistence are the students academic and social integration at the institution. The overall sample, obtained from the Cooperative Institutional Research Program, comprised 5,240 individuals: 2,021 white men, 381 African American men, 2,312 white women, and 526 African American women. The sample was measured on six variables, including precollege characteristics, precollege commitments, institutional characteristics, college major, college academic and social integration, and persistence/withdrawal behavior.

Sudarkasa, N. 1987. "Affirmative Action or Affirmation of the Status Quo? Black Faculty and Administrators in Higher Education." *AAHE Bulletin* 39 (February): 3–6.

Although the subject of much criticism, affirmative action has been responsible for significant, opportunities for African Americans in higher education. Criticism of affirmative action should be viewed in light of the fact that the program is only twenty years

old, and in that short time can hardly be expected to redress three hundred years of discrimination. Nonetheless, the percentage of African American faculty members has declined in recent years, and they face severe obstacles to advancement. The article suggests the following changes: (1) the attrition rate of African American students must be reduced; (2) given that higher education is a scarce commodity, the overrepresentation of white men in the system must be decreased; (3) traditionally black institutions must be protected and revitalized; and (4) more must be done to nurture African American scholars, including those that have been denied tenure.

Sultana, Q. 1993. "Evaluation of Multicultural Education in a Preservice Teacher Education Program." Paper presented at the annual meeting of the Mid-South Educational Research Association, November 1993, New Orleans.

This study attempts to ascertain the extent to which education students at Eastern Kentucky University, which follows the National Council for the Accreditation of Teacher Education (NCATE) standards and guidelines as they pertain to multicultural education, understand and appreciate the concepts of multicultural education. In other words, according to course syllabi, multicultural education, as defined by the State Board of Education of Kentucky, is addressed in the majority of courses offered at the College of Education. Multicultural education is also embedded in many of the required courses. To assess the impact of multicultural education on students, the investigators surveyed 115 teacher education students in the fall 1992 semester. Each student was given a sheet of paper with the prompt— "Multicultural education is ..." and was asked to write an essay. Four researchers created a scoring guide to compare student definitions with the definition accepted by the state of Kentucky. The results indicated that 65 percent are aware of cultural differences, compared to 19 percent who know nothing and 10 percent have some understanding of diversity. Researchers concluded that despite attempts to include multicultural education in a variety of courses, the level of awareness of cultural differences was not yet sufficient. As such, the researchers suggest that current efforts at Eastern Kentucky University need to be improved.

Tafalla, R. J., R. Rivera, and B. Tuchel. 1993. "Psychosocial Factors Related to Minority Persistence on a Predominantly White Campus." Paper presented at Minority Student Today: Recruitment, Retention, and Success, October 1993, San Antonio, Tex.

Ninety-five undergraduates and twenty-three permanent dropouts at a primarily white university from an original sample of four hundred students completed thirty-one items that examined opinions about isolation on campus, discrimination, institutional support for minorities, feelings about university life, and academic satisfaction. Analysis of their replies showed three powerful influences: feelings of cultural isolation, institutional support for minorities, and academic satisfaction. Analysis comparing the sixty-one white, twenty-seven Asian American, sixteen Latino, nine American Indian, and five African American respondents revealed that race affected the cultural isolation and institutional support responses. Racial subgroups did not differ significantly on the academic satisfaction measure, but the combined minorities scored lower than the whites on all three measures. Further analyses indicated that the students who had ever considered dropping out of school scored lower on the three measures than did their counterparts. However, the dropouts did not differ from the continuing students on these measures. When ten-year graduation rates were calculated for each racial group and rank ordered, the ranks were identical to the ranks for each racial group on the cultural isolation measure.

Tatum, B. D. 1994. "Teaching White Students about Racism: The Search for White Allies and the Restoration of Hope." Paper presented at the AERA meeting, April 1994, San Francisco.
The author examines the process of racial identity development experienced by white students in a classroom context using student voices and theory. The author also suggests ways of responding to resistance as it emerges in classroom contexts.

Thompson, C., and B. Fretz. 1991. "Conceptualizing the Adjustment and Persistence of Black Students at Predominantly White Institutions." Paper presented at the AERA annual meeting, April 1991, Chicago.
This study reviews the literature which empirically tested factors contributing to African American student adjustment and retention at predominantly white American colleges and universities. The literature review covered studies involving students enrolled in four-year liberal arts institutions defined as predominantly white. The study provides recommendations for future research, including the use of path models, variables not considered previously, and consideration of campus climate.

Tidball, E. 1980. "Women's Colleges and Women's Achievers Revisited." *Signs* 5: 504–517.
This article is a discussion of the literature and methodology of the research on the success of women's colleges particularly in the context of baccalaureate origins studies—studies which look at achievement as a function of undergraduate experiences.

Tierney, W. G., ed. 1990. "Assessing Academic Climates and Cultures." *New Directions for Institutional Research* (68). San Francisco: Jossey-Bass.
This volume contains seven chapters by various authors on aspects of campus climate and culture of interest to institutional researchers. Topics include the relationship of an understanding of campus climate and culture to organizational effectiveness, the need for new presidents to understand institutional cultures, student cultures, faculty cultures, methodological issues relating to assessing campus cultures and climates through surveys and ethnographic auditing, and an annotated resource guide to the analysis, interpretation, and utilization of culture and climate.

———. 1993. "Building Communities of Difference: Higher Education in the Twenty-First Century." *Critical Studies in Education and Culture Series*. Westport, Conn.: Bergin and Garvey.
This theoretical treatise uses case studies to illustrate the author's key points about building a sense of community out of the diverse constituencies which higher education will be working with in the twenty-first century. Issues of educational empowerment, culture, alienation and voice, critical leadership and decision making, the public roles and private lives of gay and lesbian faculty members, and cultural citizenship and educational democracy are addressed within the framework of building educational institutions for the next century which will be organized around and responsive to the needs of diverse groups of students.

Tinto, V. 1993. *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 2d ed. Chicago: University of Chicago Press.
A landmark study, this book thoroughly reviews recent research on student persistence

and attrition in higher education and develops a theory of individual student departure from education based on Van Gennep's work on rites of passage and Emile Durkheim's studies of suicide. A theory of individual student departure based on the concept of transition to college as a rite of passage marked by separation from home and family and integration into a new community at the institution, and dropping out as disassociation and withdrawal from that community, is presented, along with policy implicati ns and recommendations for institutional action.

Townsend, L. 1994. "How Universities Successfully Retain and Graduate Black Students." *Journal of Blacks in Higher Education* 1 (4).
This article describes retention efforts for African American students at several historically black colleges and universities and predominantly white institutions which have higher than average African American persistence rates. The central role of the faculty, both in and out of the classroom, is emphasized, as is the importance of adequate student financial aid.

Trippi, J., and H. Cheatham. 1989. "Effects of Special Counseling Programs for Black Freshmen at a Predominantly White Campus." *Journal of College Student Development* 30 (1).
This study examined which student characteristics and features of a specialized counseling are related to African American students' academic performance, persistence in college, and persistence in college degree status. Specific student characteristics and descriptive characteristics of a special counseling program were found to be positively related to African American students' persistence in college and degree status, including the incidence of in-person contacts, the importance of initial contact, active resolution of short-range concerns using action-oriented interactions, and recognizing the limited utility of intrusive counseling.

Ugbolue, A., P. N. Whitley, and P. J. Stevens. 1987. "Examination of a Pre-Entrance Enrichment Program for Minority Students Admitted to Medical School." *Journal of Medical Education* 62: 8–16.
This article is a study of 206 minority students who attended the Boston University School of Medicine as first-year students in 1973 through 1984, 115 had participated in the six-week pre-entrance enrichment program (PEP) and 91 had not. Analyses indicate that although the participants had lower Medical College Admissions Test scores upon entrance to medical school than did the minority nonparticipants, they received a higher proportion of better grades in two first-year subjects and did somewhat better than the minority nonparticipants in six of the remaining seven first-year subjects. Of the twenty-seven participants who replied to pre- and post-program questionnaires, most indicated that they had gained benefits from the PEP. The ten participants who completed an end of the first-year questionnaire reported fewer academic adjustment problems than did the ten minority nonparticipants who completed the questionnaire.

University of California. n.d. *Special Report on University of California Academic Development Programs for Undergraduate Students.*
This report explores a number of program areas and the university's history with these programs, describes their backgrounds, strategy, and performance outcomes of selected systemwide programs for precollege students, describes performance outcomes of se-

lected campus-based programs for undergraduates, and presents the latest trend information of University of California underrepresented students. Both enrollment and retention indicators indicate systemwide improvement.

Villapando, O. 1994. "Comparing the Effects of Multiculturalism and Diversity on Minority and White Students' Satisfaction with College." Paper presented at the Association for the Study of Higher Education, November 1994, Tucson, Ariz. (ERIC Document ED 375721).

The study looked at the differential impact of diversity initiatives on minority and white students. Using the CIRP database, which provides longitudinal data for first-year and fourth-year students, the study investigated the impact on students who attended racial/cultural awareness workshops and who socialized with someone from other racial/ethnic groups. Students who reported high levels of satisfaction were those who had participated in workshops and had faculty who included racial/ethnic materials in their courses. In addition, the college's commitment to a strong multicultural environment had a strong impact on student satisfaction regardless of the student's background.

Washington Center. 1995. *Cultural Pluralism Project Final Report*. Seattle: University of Washington.

This report describes the three-year cultural pluralism project of the Washington Center to incorporate the study of United States pluralism into general education and core curricula of twenty-six colleges and universities. The curriculum project emerged out of statewide concerns about underrepresentation and campus climate. These curricular efforts were seen as part of other institutional diversity initiatives and were to be part of a larger planning process. A number of campuses in the project had articulated student outcomes which were to result from the curricular changes, and most of the courses developed had clear student outcomes imbedded in the structure of the course. While no information was yet available about the results of those analyses, studies were in the formative stage. The report documents, however, the impact of these efforts on institutional change.

Western Interstate Commission for Higher Education and the College Board. 1991. *The Road to College: Educational Progress by Race and Ethnicity*. Boulder, Colo.: Western Interstate Commission for Higher Education.

This publication provides statistical information on high school attendance, graduation rates, and participation in higher education in the United States for various ethnic groups. The data are broken down regionally and by educational level.

Wilson, R. E., and D. J. Carter. (1988). *Minorities in Higher Education*. Washington, D.C.: American Council on Education.

This ACE series on the status of minorities in higher education, issued biannually, provides extensive data on the recruitment and retention of minorities in higher education with data disaggregated by gender as well as race/ethnicity.

Wolf, L. E. 1995. "Models of Excellence: The Baccalaureate Origins of Successful European American Women, African American Women, and Latinas." Doctoral dissertation, the Claremont Graduate School, Claremont, Calif.

In this study, the baccalaureate origins of successful women—defined as earning a Ph.D.

or being listed in *Who's Who*—were analyzed. The analysis controlled for institutional size and identified institutions which graduated disproportionate numbers of successful white women, African American women, and Latinas. Six institutions were selected from among the most successful for additional qualitative study. The findings demonstrated that special-focus institutions (women's colleges, historically black colleges, and Hispanic-serving institutions) graduate a disproportionate number of successful women as compared to predominantly white coeducational institutions. The findings supported previous research on women's colleges and historically black colleges, and provided one of the first analyses of the role of Hispanic-serving institutions. The qualitative analysis of the six sample institutions indicate that high academic expectations and support were common factors across the institutions. Other contributors to student success included the presence of role models, the importance of community service and the power of a focused institutional mission.

Zuniga, X., B. A. Nagda, T. D. Sevig, M. Thompson, and E. L. Dey. 1995. "Speaking the Unspeakable: Student Learning Outcomes in Intergroup Dialogues on a College Campus." Paper presentation at the annual meeting of the Association for the Study of Higher Education, November 1995, Orlando, Fla.

This presents an empirical study of students at the University of Michigan who participated in an intergroup dialogue program compared with students in related courses including women's studies and sociology. Using pre- and post-assessments of attitudes and values, the study concluded that while the intergroup dialogues were effective, there were differences based on group membership and entering attitudes in the three settings. The study also highlights the kinds of outcomes that can be investigated.

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The second report written by the American Commitments National Panel explores goals for liberal learning in a diverse democracy. $10. *LIBLN*

American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy
The third report explores curricular practices that establish diversity as a resource for excellence in higher education. $10. *AMERP*

Any two reports: $18 (ACP02). All three reports: $24 (ACP03).

AMERICAN COMMITMENTS BIBLIOGRAPHIC RESOURCES

Boundaries and Borderlands: The Search for Recognition and Community in America, 2d edition.
Seminar descriptions and bibliographies taken from Boundaries and Borderlands, the curriculum and faculty development network of the American Commitments project. Features readings and seminars from the 1994 and 1995 institutes held at Williams College. Seminar topics include: difference and democracy; theoretical frameworks; religious diversity and freedom in a liberal democracy; women, democracy, and citizenship; rethinking citizenship; and more. $5. *BOUN2*

A National Conversation on American Pluralism and Identity: An Annotated Reading List
Part of a packet of materials distributed by the National Endowment for the Humanities to help communities plan and conduct conversations on American pluralism and identity, this bibliography was produced by AAC&U in response to the broad question, "What does it mean to be an American?" It is suitable for a public audience. $5. *NACON*.

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Diversity in Higher Education: A Work in Progress
Diversity in Higher Education: A Work in Progress represents the insights of four diversity evaluators—Caryn McTighe Musil, Mildred García, Yolanda T. Moses, and Daryl G. Smith—who assessed the institutional impact of the first round of grants awarded under

the Ford Foundation's Campus Diversity Initiative to nineteen residential colleges and universities. With lessons from the field, this monograph is designed to assist institutions in thinking strategically about how to make diversity more integral to the mission and practices of higher education. $15. *DIVHE*

Achieving Faculty Diversity: Debunking the Myths

This research study punctures some popularly held beliefs about why diversifying faculty has been so difficult and offers a far more complex picture of why higher education has made so little progress. Composed of hard data and poignant voices of employed and unemployed doctoral recipients, this book provides an important compass for future institutional planning. The authors suggest a number of concrete actions that institutions can take to insure a more diverse faculty and ways graduate institutions can be more proactive in helping their doctoral students find suitable employment. $18. *ACHIE*

Both reports: $30 (DIVPK).

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